

Senate Concurrent Resolution 109

Final Report on Opportunities for Delaware Pathways to Support the Creative Economy



February 1, 2026

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Definitions

509 Funds: State funding generated through student enrollment and instructional minutes in state-approved CTE courses under **14 DE Admin. Code §525**. These funds support staffing, equipment, materials, and supplies tied directly to CTE instruction.

Career and Technical Education (CTE): an organized set of educational activities that provide students with rigorous academic content, relevant technical knowledge and skills, and leadership development or provide students with the opportunity to participate in work-based learning and to earn a recognized postsecondary credential as well as early postsecondary credit or standing. Programs must be approved by the Delaware Department of Education and satisfy federal requirements associated with Perkins V and state requirements outlined in Title 14, including regulation 525.

Career and Technical Education Program of Study (POS): A coordinated sequence of CTE courses linked to postsecondary options, work-based learning experiences, and opportunities to earn industry credentials. Programs of Study are designed to prepare students for high-skill, high-wage, or in-demand careers.

Career Clusters Framework: The nationally recognized structure organizing career pathways into sixteen broad industry sectors. It provides consistent language for advising, curriculum development, and statewide program organization.

Career Pathway: Under **14 DE Admin. Code §505**, a career pathway is a coherent sequence of coursework and learning experiences through which a student may satisfy Delaware's high school graduation requirements while supporting post-secondary and career readiness. Career pathways may be completed through a **Career and Technical Education (CTE) pathway** or through a **non-CTE academic pathway**, as permitted under Regulation 505. CTE pathways are state-approved and aligned to an approved Program of Study, integrating academic and technical instruction, industry standards, and, where applicable, work-based learning, postsecondary credit, or industry-recognized credentials, and are subject to formal program approval and accountability requirements. Non-CTE career pathways consist of standards-aligned academic coursework, including visual and performing arts and other disciplines, that support transferable skill development and career awareness but do not carry the statutory or regulatory requirements associated with state-approved CTE Programs of Study.

Comprehensive Local Needs Assessment (CLNA): A federally required analysis completed every two years under Perkins V. The CLNA examines equity, program quality, access, and labor market alignment and informs local planning and use of Perkins resources.

CREATE Plan: The Creative Economy Advancement and Tourism Expansion Plan, an initiative led by the Delaware Arts Alliance and authored by Sound Diplomacy, is intended to present comprehensive economic impact research on the sector.

Creative Economy: An ecosystem defined through activities associated with the CREATE plan, spans individuals, businesses, and nonprofit organizations engaged in cultural, artistic, and heritage-related goods and services. The sector is divided into twelve subsectors: Artistic Creation and Performance, Audiovisual and Interactive Media, Books and Press, Cultural and Natural Heritage, Cultural Education, Design and Creative Services, Music Recording and Publishing, Performing Arts, Visual Arts and Crafts, Industry Support (Retail), Other Professional and Business Support, and Festivals, Fairs, and Conventions.

Delaware Pathways: Delaware Pathways link education and workforce development efforts for youth and provide opportunities for youth to gain work experiences aligned with their career goals through a series of high-quality education programs that link to postsecondary education and careers. Programs and supports are available across Delaware's local education agencies. The terms Delaware Pathways and Career and Technical Education are often used interchangeably in Delaware.

High-Skill Occupation: Generally, requires a journeyperson credential, bachelor's degree, or more. The CREATE Plan found that 60.3 percent of individuals working in Delaware's creative economy have a high level of education, exceeding the average higher education population in the rest of the economy (42.7 percent).

In-Demand Occupation: Determined through Standard Occupation Classification (SOC) codes, an occupation with projected job growth rate greater than or equal to 0.7 percent annually over ten years and/or evidence of at least 25 job openings regionally.

Labor Market Information (LMI): Employment data including projections, wages, occupational demand, and industry growth used to evaluate the alignment of CTE programs to workforce needs. Delaware's LMI is produced through DDOL's Office of Occupational and Labor Market Information (OOLMI).

Middle-Skill Occupation: Requires more than a high school diploma or GED but less than a bachelor's degree. Includes certificates, certifications, licenses, associate's degrees, and some college coursework or formal workforce training.

Perkins V: The Strengthening Career and Technical Education for the 21st Century Act, the federal law governing CTE nationwide. Perkins provides funding to states and LEAs to improve CTE program quality, equity, and workforce alignment.

Program Advisory Committee (PAC): A representative group of educators, employers, workforce partners, postsecondary institutions, families, and students that provides guidance on program relevance, curriculum design, credential alignment, and work-based learning connections.

Registered Apprenticeship: a structured workforce training program developed and conducted under the authority of the **Delaware State Department of Labor**, combining paid on-the-job learning with related technical instruction, where the apprentice enters into a formal training agreement with a sponsoring employer and the program is approved and registered by the Department. Under **19 Del. C. § 204**, the Department is charged with developing and conducting employee training and registered apprenticeship programs, coordinating standards and procedures for apprenticeship agreements, and maintaining records of registered apprenticeship programs and certificates of completion.

Work-based learning: a progressive approach to link education and employment through student, school, and employer partnerships which occur through career awareness, career exploration, and career immersion experiences.

Executive Summary

Senate Concurrent Resolution 109 directs the Delaware Department of Education (DDOE), in collaboration with the Delaware Department of Labor (DDOL) and the Delaware Workforce Development Board (DWDB), to evaluate and report on opportunities for Delaware Pathways to better support careers in Delaware's creative economy.

The Delaware Department of Labor's Office of Occupational and Labor Market Information (OOLMI) serves as the state's source for transforming raw occupational and labor market data into clear, actionable analyses of workforce, employment, economic, and demographic trends. As an integral component of the U.S. Department of Labor's Bureau of Labor Statistics (BLS) national economic reporting network, OOLMI produces occupational and labor market reports required for evidence-based decision-making in multiple agencies, federal education and workforce programs, and occupational sectors.

The findings and recommendations presented in the Creative Economy Advancement & Tourism Expansion (CREATE) Plan were informed by a methodology applied by Sound Diplomacy that relied on analysis of U.S. Census Bureau data and North American Industry Classification System (NAICS) codes to identify and assess creative economy activity using standardized economic classification and labor market analysis conventions. The North American Industry Classification System (NAICS) organizes economic data by industry, classifying establishments based on their primary business activity, while the Standard Occupational Classification (SOC) system categorizes workers by occupation, identifying the type of work individuals perform regardless of the industry in which they are employed. The methodology applied by the CREATE Plan, while useful in estimating the economic impact of Delaware's Creative Economy, does not apply the common data standard for determining occupational-level information used by the U.S. Bureau of Labor Statistics, the Delaware Department of Labor, the Delaware Workforce Development Board, the Delaware Prosperity Partnership, and the Delaware Department of Education.

Delaware has historically benefited from public and private sector leaders working together to support young people's economic mobility and keep good jobs in the State of Delaware. "Good jobs" as defined by the U.S. Department of Labor's Good Jobs Principles, employment that provides family-sustaining wages, benefits, job security, workplace safety, and opportunities for advancement and skill development. One such example is Delaware Pathways. The [Delaware Pathways program](#) primarily consists of state-approved Career and Technical Education (CTE) programs of study that include high school and early postsecondary coursework, work-based learning (WBL) experiences, and industry-recognized credentials that prepare students for middle or high-skill careers. Student participation in Delaware Pathways exceeds 65% of public-school students in grades 9 to 12 and Delaware Pathways are offered in every Delaware school district and most public high schools, as well as eight charter schools, and two schools for at-risk youth in the custody of the Delaware Department of Services for Children, Youth & Their Families. Approximately 3,000 high school CTE students participate in immersive work-based learning opportunities each year and the number is projected to exceed 5,000 by 2028. School resource constraints present a significant access barrier, especially outside of CTE programs of study. The remaining percentage of students not participating in a Delaware Pathways program meet their graduation requirements pursuant to [Regulation 505](#) through academic pathways, including visual and performing arts pathways and other pathways aligned with the creative economy. All districts and charters statewide offer opportunities for students to

engage in arts or creative programming. Districts (with the exception of Vocational districts) and many charters provide arts as academic pathways.

Opportunities exist to:

- Update state workforce data systems to more accurately capture creative economy employment and entrepreneurial activity, supporting evidence-based decision making by policy makers;
- Expand the number of registered apprenticeship programs and registered apprentices in creative occupations, providing a clear pathway to good jobs located in Delaware; and
- Improve local career pathway quality, coordinate career readiness activities, and remove local structural barrier through increased alignment within, and technical assistance from, the Delaware Department of Education.

This report is commissioned under Senate Concurrent Resolution 109 and captures expertise, practices, and recommendations from more than 10 committee members, each of whom have deep experience in education, workforce development, and the arts.

Background

Workforce Data

The Delaware Department of Labor's Office of Occupational and Labor Market Information (OOLMI) produces several reports that help the public understand jobs and industries connected to Delaware's creative economy. These publications provide foundational data for workforce development decisions and CTE program approval.

The [Occupational and Industry Projections Report](#) is published biennially and projects Delaware job growth across occupations and industries over a ten-year horizon. It covers more than 500 occupations and provides details on wage potential, job availability, education and training requirements, and skill-level classifications. Occupational projections are derived from the [Bureau of Labor Statistics' Occupational Employment and Wage Statistics \(OEWS\)](#) program, which collects data through employer surveys covering entities subject to state unemployment insurance—representing approximately 92% of Delaware's workforce. The Occupational and Industry Projection Report, and data methodology, is the primary data resource for the Delaware Workforce Development Board, Delaware Prosperity Partnership, and Career and Technical Education workgroup's identification of in-demand occupations. These designations directly inform CTE program development and curriculum design.

The [Delaware Wages Report](#) is published annually and presents employment counts and wage data for more than 500 occupations, including average, entry-level, and experienced wages at both the statewide and county level.

The [Quarterly Census of Employment and Wages \(QCEW\)](#) is published quarterly on OOLMI website. These data cover employment and wages by industry, offering additional insight into the industries that support Delaware's economy.

The [Creative Economy Advancement & Tourism Expansion \(CREATE\) Plan](#) found that a significant percentage of individuals in creative occupations are independent contractors, small business owners with no employees, or "gig" workers rather than traditional W-2 employment. These individuals are potentially systemically undercounted under the existing federal and state data methodology.

The [Arts and Cultural Production Satellite Account \(ACPSA\)](#) is jointly produced by the National Endowment for the Arts and the U.S. Bureau of Economic Analysis. Updated annually, the most recent release (April 2025) reports [2023 data](#) showing Delaware's arts and cultural industries employed 10,156 workers earning \$700 million in wages and benefits, contributing \$1.1 billion (1.2 percent) to the state's economy. Since 2020, arts and cultural employment in Delaware has grown 3.97 percent, compared with 4.96 percent nationally. It is important to note that the ACPSA employment data include only wage-and-salary jobs and exclude self-employed artists and cultural workers, so the actual size of the creative workforce is larger than reported. This limitation is consistent with the methodology applied by the Delaware Department of Labor's Office of Occupational and Labor Market Information.

National research, such as the [National Endowment for the Arts' Jumpstarting Artist Jobs August 2025 report](#), documents persistent employment challenges facing creative workers. During the COVID-19 pandemic, the unemployment rate among workers in arts and cultural industries reached 27.4 percent—nearly twice the rate for all workers—highlighting the sector's

vulnerability to economic disruption. In response, several states and localities developed artist employment programs that provided W-2 employment with benefits, stable wages, and professional development. Programs such as California Creative Corps, Creatives Rebuild New York, and Seattle's Hope Corps employed artists directly while embedding them in communities to address local needs. These initiatives demonstrated that structured employment models can provide economic stability for creative workers while generating community benefits, and program evaluations documented improvements in artists' financial stability, professional skills, and career networking. The lessons from these programs—including the value of clear employer-artist expectations, professional development integration, and community partnership—may inform Delaware's approach to expanding registered apprenticeships and work-based learning in creative occupations.

Registered Apprenticeship

The statutory agency for Registered Apprenticeship in Delaware is the Delaware Department of Labor. Registered Apprenticeship is an employer-driven education and training model that combines compensated employment, on-the-job training, and related technical instruction, which culminates in a nationally recognized industry credential or journeyman certificate. Programs must be approved by the Delaware Department of Labor. At the time of writing, occupations associated with the construction trades constitute a significant majority of registered apprenticeship programs in Delaware.

[Executive Order 1](#) established a working group to *Increase Youth Apprenticeships and Earn-and-Learn Opportunities*, and was signed by Governor Meyer on January 21, 2025, to “encourage and promote the expansion of youth apprenticeship opportunities in the State of Delaware, particularly as it applies to youth apprenticeship prospects within state government.” The resulting report and activities underway lay a strong foundation for the development of new registered apprenticeship programs associated with creative occupations and aligned to Career and Technical Education programs of study.

Career Pathways

Delaware public high school students must earn three credits in a career pathway to graduate. These requirements are specified in 14 DE Admin. Code 505. Schools receive guidance on how to support students in selecting a career pathway and developing individual postsecondary student success plans through 14 DE Admin. Code 507. Diploma-track students select from two types of career pathway based upon what is offered at their high school; non-Career and Technical Education pathways and Career and Technical Education (CTE) Pathways. CTE Pathways are interchangeably referred to as CTE programs of study and Delaware Pathways.

Local education agencies (LEAs) develop and approve non-CTE pathways independently of the Delaware Department of Education. These pathways lack quality criteria, coordinated oversight, and reporting by the Department. Data pertaining to these pathways was collected anecdotally for the purpose of this report.

In Delaware, standards-aligned visual and performing arts courses represent most known pathways outside of CTE. Delivered through Local Education Agencies and guided by state-adopted academic standards, these courses provide students with foundational and advanced competencies in artistic literacy, creative expression, critique, and performance. The offerings of VPA courses and pathway options vary across LEAs.

Instruction in disciplines such as visual art, music, dance, and theatre cultivates transferable skills including communication, collaboration, creativity, and problem-solving, while also supporting the development of discipline-specific techniques and practices essential to creative fields. As part of the broader K–12 academic program, standards-aligned visual and performing arts coursework ensures statewide consistency, instructional quality, and equitable access, while serving as an important pathway to postsecondary education, industry training, and workforce participation within Delaware’s creative economy.

Career and Technical Education (CTE) Pathways are governed federally by the Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and at the state level by 14 DE Admin. Code 525. Delaware utilizes a combined Workforce Innovation and Opportunity Act (WIOA)/Perkins V state plan that requires coordination of effort and a common data standard for both programs. The Delaware Workforce Development Board, Delaware Department of Education, and Delaware Prosperity Partnership utilize shared data definitions for evaluating workforce data, also known as labor market information (LMI). Delaware uses the Career Clusters Framework as the organizing structure for occupational groupings associated with LMI and programmatic elements and alignment to employer needs.

CTE programming must meet federal and state statutory requirements pertaining to LMI and program quality elements. This alignment connects programs to national occupational groupings, supports consistent advising and course sequencing, and ensures students can transition smoothly into postsecondary education and employment.

A state-approved CTE Pathway includes several core components: a sequenced set of courses building technical, academic, and employability skills; embedded opportunities for college credit or articulated credit; work-based learning experiences aligned to industry expectations; credentials of value; evidence of alignment with statewide and regional labor market demand; and regular review cycles to ensure continued relevance. Delaware’s CTE system already includes pathways related to communications, culinary arts, digital media, design, hospitality, entertainment and tourism, marketing, and related clusters. Additional information can be accessed through the [Delaware Pathways website](#) and the [Delaware Department of Education website](#).

Local education agencies with CTE pathways approved by the Delaware Department of Education participate in data-driven Comprehensive Local Needs Assessment (CLNA) every two years, periodic Methods of Administration monitoring to ensure equitable access, and annual reporting on measures such as credential attainment, graduation, nontraditional participation, and work-based learning.

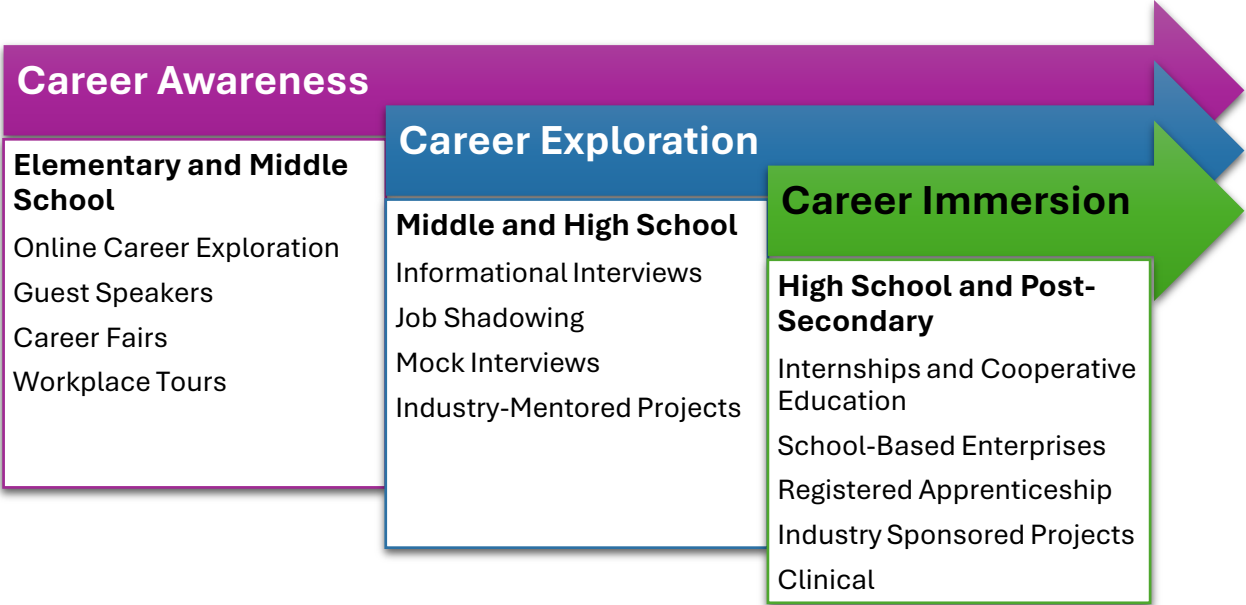
Local education agencies with state-approved CTE pathways receive federal funding to support equity and innovation. These agencies also receive additional state funds through the annual unit count. These additional funds are referred to as [509 funds](#) (14 DE Code 1706) and must be used to maintain the approved pathways through Staff allocations (Division I), supplies, equipment, and instructional materials (Division II), and all other costs (Division III). These funds are not available for non-CTE pathways.

All students in state-approved CTE pathways must have multiple, sustained, and intentional access to work-based learning opportunities. The Work-Based Learning Continuum represents a sequence of activities that begins with career awareness and exploration activities and progresses to more in-depth immersion experiences that include opportunities for hands-on

learning through direct employer engagement in the workplace. The following provides a broad overview of the types of WBL activities found in each phase of the WBL continuum.

In school year 2022-2023, secondary CTE students achieved high levels of success:

- 96% on-time graduation rate for students in Pathways programs;
- 68% of high school students enrolled in Pathways;
- 54% of Pathway graduates earned early postsecondary credits; and
- 62% of Pathways seniors achieved college or career readiness metrics.



Findings

Workforce Data

Current state labor market data systems and reports do not fully capture creative economy employment. Standard occupational data collection methodologies rely on employer surveys covering entities subject to unemployment insurance, representing approximately 92 percent of Delaware’s workforce. However, a significant proportion of creative economy workers operate as independent contractors, self-employed individuals, or participants in non-traditional employment arrangements. The CREATE Plan found that 70.7% of creative economy businesses are small businesses, and the Arts Pathways Forums confirmed that contracted or “gig” work is more common for artists than traditional W-2 employment. This limitation is consistent with national data constraints.

The Delaware Department of Labor’s Office of Occupational and Labor Market Information (OOLMI) serves as the state’s authoritative source for transforming raw occupational and labor market data into clear, actionable analyses of workforce, employment, economic, and demographic trends. As an integral component of the U.S. Department of Labor’s Bureau of Labor Statistics (BLS) national economic reporting network, OOLMI produces comprehensive occupational and labor market reports that support evidence-based decision-making across multiple sectors.

OOLMI’s regulatory and funding relationship with the U.S. Department of Labor imposes stringent requirements governing occupational data collection and formal reporting methodologies. Consequently, OOLMI cannot modify federal reporting standards to address the documented limitations described above.

The methodology applied by the CREATE Plan, while useful in estimating the economic impact of Delaware’s Creative Economy, does not apply the common data standard for determining occupational-level information used by the U.S. Bureau of Labor Statistics, the Delaware Department of Labor, the Delaware Workforce Development Board, the Delaware Prosperity Partnership, and the Delaware Department of Education. The result is a significant discrepancy between CREATE plan findings, reports produced by the Delaware Department of Labor, and the creative occupations meeting federal and state thresholds for approval as Career and Technical education programs of study.

Workforce Agencies

Multiple apprenticeship opportunities already exist in creative occupations. Registered Apprenticeship offers a structured training program that results in employees that are prepared in their roles and positioned for advancement. Analysis by the Delaware **Department of Labor** identified 29 of 64 (45%) creative economy occupations have existing registered apprenticeship pathways. Labor market projections indicate total demand of 59,734 openings across these occupations from 2022 to 2032 (Appendix B: **DE Creative Pathways Occupations Review**)

The career continuum from arts education to arts employment is inconsistent. Stakeholder engagement consistently described a system where meaningful education to employment opportunities exist, but access and guidance is inconsistent across schools, districts, and communities—often dependent on individual programs, informal networks, or

localized resources. This contributes to missed economic impact and workforce talent acquisition opportunities as talented learners seek training and employment in nearby markets.

Students need to be made more aware of creative-aligned opportunities in state employment. A common theme from stakeholder engagement sessions was that arts pathways are not consistently connected to career options meaning students tend to see only a narrow set of “well-known” roles and are not exposed to common, stable, well-paying jobs. This finding can be addressed through actions associated with the Department of Human Resources specified in the Executive Order 1 report.

Career Readiness

After convening two in-person events and one virtual event, as well as a survey provided to all local education agencies, stakeholder engagement emphasized concerns associated with student access, program consistency and quality, and equity. A portion of these concerns were previously known with action already underway or pending state-level resource allocation.

High School Career Pathways

Early pathway decisions may create awareness gaps. Pathway and career decisions occur as early as middle school, yet some middle schools do not offer sufficient arts programming, creating equity gaps for students whose families cannot access private training due to cost or transportation. This is particularly true for dance, instrumental, and studio training.

Career pathways do not consistently teach entrepreneurial and financial literacy competencies. The predominant employment model in creative industries is contracted or gig work, yet few pathways teach the professional competencies necessary to succeed in this environment, including personal and business finance, business operations, contract literacy, marketing, client management, and intellectual property fundamentals. CTE pathways are currently being updated to include entrepreneurial opportunities for students. No formal or centralized mechanism exists for non-CTE pathways.

Financial barriers can limit student participation in arts pathways, which are an important component of a comprehensive educational system and often require ongoing capital and consumable resources to support effective implementation. Reported out of school barriers include transportation to out-of-school-time learning experiences, access to private or supplemental instruction, and resources to support continued skill development beyond the classroom. These considerations underscore the importance of thoughtful planning and sustainable support to ensure equitable access for students pursuing arts pathways.

Career awareness, exploration, and immersion

Educators need centralized, state-developed resources. Survey respondents and forum participants consistently identified the need for accessible career information, materials for students and families, professional development for educators and school counselors, and structured employer and work-based learning partnerships. School counselors indicated a lack of familiarity with the breadth and viability of creative careers. Arts educators emphasized that they are not positioned to serve as career specialists without added professional development, clearer connections to industry, and institutional support. Access to creative career exploration varies across districts and depends on local capacity and expertise. The Department of

Education Curriculum, Instruction, and Professional Learning work group will work to develop professional learning opportunities and materials to support necessary stakeholders.

Exploratory and immersive work-based learning experiences for high school students are often limited to students in CTE programs of study and schools with a dedicated work-based learning coordinator. Students in CTE program of study generate 509 resources to support these activities. Generated funds must be used to directly support CTE students as specified in Title 14. Students in both CTE and non-CTE creative economy pathways may currently have access to some components of the continuum dependent upon their LEA and scheduling parameters. Employers expressed notable willingness to host and mentor students but also emphasized that organizational capacity and coordination are constraints. The need for work-based learning intermediaries to support employer participation was noted.

Structural barriers

School-based barriers limit student participation in arts pathways. Scheduling conflicts between arts courses and Honors/AP courses as well as weighted GPA systems may discourage enrollment in arts classes.

Barriers to Expansion: Survey respondents identified funding and equipment, staffing constraints, difficulty finding employer partners, scheduling conflicts and increased graduation requirements, and perceived low student demand as barriers preventing additional creative-aligned pathways.

Organizational structures and responsibilities associated with career awareness and exploration are fragmented across the Department of Education, resulting in local inequities associated with expertise, resources, and communication. Coordination of school counselors, the primary providers of career guidance activities, takes place through the Student Support office. Leadership of student success planning (14 DE Admin. Code 507) in grades 8-14 is coordinated through the Delaware Higher Education Office. The Career and Technical Education Workgroup is developing a career advising model for grades 6-8 and has its own requirements associated with 14 DE Admin. Code 525. Advising and transitions services for students with disabilities is coordinated through the Exceptional Children Resources work group. Each team works with different stakeholder groups and requires separate and varied reporting from local education agencies. *No mechanism or responsible party exists within the Department to coordinate their activities.*

Recommendations

Data Systems

Practical steps exist within state authority: improving classification and communication, supplementing LMI with additional inputs where feasible, clarifying pathway inventories, and strengthening engagement mechanisms that connect education and workforce systems to creative economy realities.

1. **The Delaware Department of Labor and the Delaware Prosperity Partnership should consider opportunities to augment their data framework to incorporate complementary sources**, including: state-level workforce surveys, direct industry stakeholder feedback, real-time labor market intelligence (e.g., online job posting analytics), insights from professional associations representing creative economy sectors, and U.S. Census Bureau data tracking self-employed and independent contractor populations. While OOLMI's regulatory and funding relationship with the U.S. Department of Labor imposes stringent requirements governing occupational data collection and federal reporting methodologies, such limits may not exist when applied for state-specific uses. Implementation of these data enhancements would require dedicated state fiscal and human resources beyond current allocations. The Department of Labor should develop a cost estimate for legislative consideration during the FY2027 budget cycle.
2. **Establish a recurring process for creative economy labor market consultation.** Building on the stakeholder collaboration model established under SCR 109, the Department of Education should formalize an ongoing consultation process with creative economy employers and industry representatives. This process should inform biennial Comprehensive Local Needs Assessments and Program of Study reviews. The CREATE Plan's asset mapping provides a foundation for identifying employers to engage, and the Delaware Arts Alliance and Delaware Division of the Arts can serve as conveners consistent with their SCR 109 roles.

Workforce Agencies

3. **The Delaware Workforce Development Board shall consult the Delaware Arts Alliance and Legislative Arts and Culture Caucus, to develop a short-list of potential board members associated with the creative economy for immediate recommendation should a seat become available.** Currently, the Delaware Workforce Development Board has no vacancies.
4. **The Delaware Department of Labor should engage employers associated with the identified creative occupations as part of their implementation of recommendations associated with registered apprenticeship outlined in Executive Order 1.** This includes practices such as publicizing a list of creative occupations suitable for apprenticeship development. The 29 apprenticeable occupations identified in this report provide a starting point, with particular attention to high-demand occupations. Apprenticeship awareness and employer education sessions should continue, linking employers directly to registration support.
5. **The Delaware Department of Labor (DDOL) should work with members of the 154th Delaware General Assembly to introduce legislation ensuring sufficient**

human and fiscal resources exist to sustain current and future Registered Apprenticeship programming, as specified in the Executive Order 1 report.

6. **The Delaware Department of Labor, Delaware Division of the Arts and Delaware Arts Alliance, with support from the Department of Education, should partner to develop a creative economy career awareness strategy, events, and resources in educator- and family-friendly formats.** Resources should translate occupational data into accessible formats, explain "what this job looks like," typical training routes, wage and placement realities, and regionally relevant demand signals. Outputs should be packaged for use by school counselors, CTE and arts leaders, and families, including one-pagers, pathway guides, and website-ready content. The Department of Education will disseminate these resources to local education agencies and help coordinate cross-agency professional development opportunities.

Career Readiness

7. **Ensure all public high school students have access to high quality CTE programming that intentionally incorporates creative careers, through:**
 - **Strengthen creative-sector employer representation in CTE advisory structures.** Program Advisory Committees provide essential feedback and ensure programs remain aligned to industry needs. Their role includes reviewing labor market information and trends, providing input on curriculum and value-add opportunities including supplemental coursework, credentials, and work-based learning, supporting implementation, identifying areas for improvement, and serving as a communication link between schools and employers. The Department of Education should formalize the expectation that creative occupation employers be members of these committees.
 - **Continue developing resources illustrating relationships between existing state model CTE programs of study, Career and Technical Student Organizations (CTSOs), and creative occupations.**

Career & Technical Education (CTE) coursework, inclusive of aligned dual enrollment, provides a rigorous, industry-aligned pathway for students interested in the arts by embedding creative application within career-focused curricula and preparing students for participation in the creative economy. Through sequenced coursework in programs such as Hospitality, Events & Tourism, Marketing, Digital Communication Technology, and Teacher Academy, students develop technical, creative, and professional competencies aligned to arts-adjacent and creative leadership careers, while dual enrollment accelerates access to postsecondary credit and credentials. These pathways reflect how creative work operates across industries, applied, collaborative, and connected to workforce systems.

Career and Technical Student Organizations (CTSOs) function as the applied extension of CTE instruction and are fully embedded into coursework rather than operating as extracurricular enhancements. Through Educators Rising, DECA, SkillsUSA, Technical Student Association, and Business Professionals of America, students participate in arts-aligned competitive events, including lesson plan development and delivery, children's book creation, visual and digital design, branding and marketing, presentation, and production. These authentic, public-facing

experiences allow students to apply creative and professional skills through structured work-based learning with industry and community partners.

Students pursuing long-term growth and specialization in selected art forms, specifically visual arts, music, theatre, dance, and media arts, should access standards-aligned, discipline-specific coursework (presently non-CTE pathways) that provides additional depth of practice, technique, and art-form-specific pedagogy. This instruction enhances artistic fluency and instructional understanding while complementing, rather than replacing, the applied creative and professional competencies developed through CTE coursework.

When supported by both CTE coursework and, where appropriate, discipline-specific arts instruction, CTSO participation enables students to plan, design, and execute creative work at a professional level across both traditional and non-traditional creative careers

- **Expand work-based learning access to non-CTE students in creative pathways** by creating an Early Career Experience course open to both CTE and non-CTE students at the high school level. New and sustaining state funding is needed for development and to maintain professional development and curricular resources. The Department of Education (Curriculum Instruction and Professional Learning) should consider supplementary ways for students to access real-world experiences such as developing a state-approved seal for the arts, similar to the seal for biliteracy, which could recognize and provide guidance for students for internship hours, coursework, and a portfolio of work in the arts.
- **Ensure state and local education agencies are appropriately resourced by the DDOE updating 14 DE Admin. Code 525, by June 30, 2026**, ensuring sufficient state funds are generated to support provisioning of high school work-based learning coordinators for existing immersive work-based learning opportunities associated with Delaware Pathways programs. Additionally, the Public Education Funding Commission (PEFC) is recommended to partner with the DDOE to determine the most appropriate funding model and structure for ensuring Delaware public middle and high schools have dedicated work-based learning coordinators supporting work-based learning experiences and direct-to-work placement support for high school students not directly matriculating to postsecondary education or training. This is further referenced in recommendation four (4).

8. Ensure non-CTE career pathways are equitable and of consistently high quality

- **Identify, develop, and promote Advanced Placement and dual enrollment opportunities for students in non-CTE pathways.** The Department of Education should work with LEAs and postsecondary institutions to identify and create early postsecondary coursework opportunities. The Department should disseminate these opportunities and work directly with LEAs to support student enrollment.
- **All graduation pathways should be captured in datasets, meet quality criteria, and be approved by the Department of Education.** Non-CTE career pathways are not formally captured through Department of Education data process. These pathways are not required to meet quality criteria, student access, persistence, and outcomes are not analyzed, and state resource allocation cannot be investigated.

The Department should establish a formal approval process with quality criteria and standardized coding that enables comprehensive data collection and reporting, allowing the state to assess pathway effectiveness and make evidence-based decisions about program expansion or modification. This data should be publicly available in a manner consistent with CTE programs of study.

- 9. Bolster career readiness resources for all public middle school students by reinstating funding for the Rethinking Middle Grades initiative led by the Career and Technical Education Workgroup.** The vision for middle grades is strong, equity-focused and well-rounded middle grades CTE programming that is open and available for all students to explore, grow, and learn before making critical decisions about high school and postsecondary plans, eradicating the readiness gaps caused by an unequal playing field and inconsistent expectations of youth as they move through middle grades and transition into high school. The model will connect elementary school and high school to create a continuum of educational experiences that prepare students for college, career, and life so that all students arrive at high school with a healthy and positive image of themselves and a meaningful connection to their community, school, and their future identity. Students will be equipped with the academic, self-efficacy and social-emotional growth mindsets needed to succeed in rigorous high school coursework and early postsecondary experience. This project is currently paused due to a lack of fiscal and human capital resources with no projected timeline for resumption.
- 10. Address local structural barriers through stronger state support for local educational leaders.**
- **The Delaware Department of Education should develop and provide training on creating equitable building master schedules for local school leaders and school counselors to address equity barriers associated with scheduling conflicts.** The Department of Education should also identify and disseminate promising LEA practices that reduce schedule conflicts and remove unintended academic penalties for pathway participation. Guidance should be provided to help LEAs examine local policies that may inadvertently discourage student participation in creative economy pathways due to scheduling issues as well as ensure holistic access to equitable educational opportunities.
 - **The Delaware Department of Education offices of CTE and Higher Education are collaborating with Rodel to:**
 - Centralize college and career advising mechanisms and develop and fund a nation-leading college and career navigation model
 - Amend 14 DE Admin. Code 507 to extend student success planning and career exploration activities to begin no later than grade 6, allowing students early exposure to a broad range of academic, technical, and creative career pathways.
 - **The Department should provide one new FTE to the CTE workgroup to coordinate and lead this model in collaboration with Curriculum, Instruction, and Professional Learning Workgroup.** New state funding will be necessary to develop and sustain this model. This investment will help ensure that recommendations from this report and other CTE-related initiatives are implemented in alignment with broader workforce and education goals.

Appendices

The following appendices provide supporting documentation for this report:

Appendix A: Stakeholder Involvement

Appendix B: Delaware Creative Pathways Occupations Review- OOLMI

Appendix C: SCR 109 LEA Creative Economy Pathways Survey Findings

Appendix D: Arts Pathways Forums Discussion Outcomes

Appendix E: Middle Grades Redesign

Appendix F: References

Appendix A: Stakeholder Involvement

The work conducted pursuant to Senate Concurrent Resolution 109 (SCR 109) was informed by a cross-sector workgroup convened by the Delaware Department of Education (DDOE). The workgroup was intentionally structured to include representatives from state agencies, workforce and economic-development partners, arts and cultural organizations, education stakeholders, and industry leaders to ensure a comprehensive, statewide perspective on creative economy pathways.

Convening Agency

- **Delaware Department of Education (DDOE)**
Served as the lead convenor and project manager for SCR 109 implementation, including coordination of meetings, data collection, stakeholder engagement, and development of findings and recommendations.

State Agencies

- **Delaware Department of Labor (DOL)**
Provided labor market information, occupational data, and workforce alignment guidance.
- **Delaware Workforce Development Board (DWDB)**
Offered strategic workforce insights and alignment with statewide talent development priorities.
- **Delaware Division of the Arts (DDA)**
Contributed expertise on arts sectors, creative occupations, and statewide arts infrastructure.

Arts and Cultural Organizations

- **Delaware Arts Alliance (DAA)**
Represented arts organizations and creative-sector stakeholders, supporting industry engagement and sector-specific perspectives.
- **Arts and Cultural Industry Partners**
Included representatives from performing arts, visual arts, media arts, design, and related creative fields who participated in in-person and virtual convenings.

Education Stakeholders

- **Local Education Agencies (LEAs)**
District and charter school representatives provided insights into program availability, student access, and implementation considerations.
- **School Counselors, Administrators, and Educators**
Offered practitioner-level perspectives on student advising, pathway navigation, and instructional alignment.

Workforce and Postsecondary Partners

- **Workforce and Economic Development Partners**
Engaged to support alignment between secondary pathways, postsecondary opportunities, and employment demand within the creative economy.
- **Postsecondary Education Representatives**
Contributed perspectives on articulation, dual enrollment, credentialing, and career continuity.

Engagement Structure

Stakeholder engagement occurred through:

- Bi-weekly workgroup meetings
- Two in-person convenings with arts and creative-industry partners
- One virtual industry convening
- Targeted follow-up meetings with individual stakeholders and partner organizations

This collaborative structure ensured that SCR 109 findings and recommendations reflect diverse perspectives, regional variation, and both education- and workforce-system considerations related to creative economy pathways in Delaware.

Appendix B: Delaware Creative Pathways Occupations Review- OOLMI

Occupations with an asterisk denote that they meets components of Career and Technical Education career viability- medium/high wage, medium/high skill, high demand.

1. Fundraising Managers

SOC Code	11-2033
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	68.33
Kent Avg Hourly Wage	61.04
Sussex Avg Hourly Wage	62.74
Skill Level	H
Apprenticeable	No, but closely related to Grant Specialist, General (Onet 13-1131.00 RAPIDS code: 3093)
Career Cluster	Marketing
Career Pathway	Marketing Management

2. Architectural and Engineering Managers

SOC Code	11-9041
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	86.21
Kent Avg Hourly Wage	76.74
Sussex Avg Hourly Wage	80.26
Skill Level	H
Apprenticeable	No
Career Cluster	Science, Technology, Engineering & Mathematics
Career Pathway	Engineering and Technology

3. Personal Service Managers, All Other

SOC Code	11-9179
2022 Employment	0
2032 Projected Employment	0
Change	
% Change	
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Business Management & Administration
Career Pathway	General Management

4. Managers, All Other

SOC Code	11-9199
2022 Employment	44
2032 Projected Employment	45
Change	1
% Change	2.3%
NCCo Avg Hourly Wage	87.85
Kent Avg Hourly Wage	73.62
Sussex Avg Hourly Wage	75.79
Skill Level	H
Apprenticeable	No
Career Cluster	Business Management & Administration
Career Pathway	General Management

5. Agents and Business Managers of Artists, Performers, and Athletes

SOC Code	13-1011
2022 Employment	Between 5-10
2032 Projected Employment	Between 5-10
Change	-
% Change	-
NCCo Avg Hourly Wage	35.23
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

6. Software Developers*

SOC Code	15-1252
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	67.03
Kent Avg Hourly Wage	60.14
Sussex Avg Hourly Wage	60.19
Skill Level	H
Apprenticeable	Yes
Career Cluster	Information Technology
Career Pathway	Programming and Software Development

7. Web Developers

SOC Code	15-1254
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	40.96
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	No
Career Cluster	Information Technology
Career Pathway	Web and Digital Communications

8. Web and Digital Interface Designers*

SOC Code	15-1255
2022 Employment	10
2032 Projected Employment	12
Change	2
% Change	20.0%
NCCo Avg Hourly Wage	37.16
Kent Avg Hourly Wage	N/A
Sussex Avg Hourly Wage	33.26
Skill Level	H
Apprenticeable	Yes
Career Cluster	Information Technology
Career Pathway	Information Support and Services

9. Materials Engineers*

SOC Code	17-2131
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	63.40
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	Yes
Career Cluster	Science, Technology, Engineering & Mathematics
Career Pathway	Engineering and Technology

10. Engineering Technologists and Technicians, Except Drafters, All Other*

SOC Code	17-3029
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	32.86
Kent Avg Hourly Wage	27.91
Sussex Avg Hourly Wage	-
Skill Level	M
Apprenticeable	Yes (Welding Technician, Metallurgical Lab Asst)
Career Cluster	Government & Public Administration; Manufacturing
Career Pathway	National Security; Manufacturing Production Process Development

11. Curators

SOC Code	25-4012
2022 Employment	48
2032 Projected Employment	51
Change	3
% Change	6.3%
NCCo Avg Hourly Wage	27.54
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	No
Career Cluster	Education & Training
Career Pathway	Professional Support Services

12. Art Directors

SOC Code	27-1011
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	46.86
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Visual Arts

13. Craft Artists

SOC Code	27-1012
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No, Only occupation in this onet code is Taxidermist
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Visual Arts

14. Fine Artists, Including Painters, Sculptors, and Illustrators*

SOC Code	27-1013
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	Yes (Illustrator, Painter, and Cartoonist)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Visual Arts

15. Special Effects Artists and Animators

SOC Code	27-1014
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Visual Arts

16. Artists and Related Workers, All Other

SOC Code	27-1019
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Visual Arts

17. Fashion Designers*

SOC Code	27-1022
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	Yes (Fur Designer)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Visual Arts

18. Graphic Designers*

SOC Code	27-1024
2022 Employment	Between 5-10
2032 Projected Employment	Between 5-10
Change	-
% Change	-
NCCo Avg Hourly Wage	29.25
Kent Avg Hourly Wage	26.26
Sussex Avg Hourly Wage	26.12
Skill Level	H
Apprenticeable	Yes
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Visual Arts

19. Interior Designers*

SOC Code	27-1025
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	29.77
Kent Avg Hourly Wage	26.23
Sussex Avg Hourly Wage	27.99
Skill Level	H
Apprenticeable	Yes
Career Cluster	Architecture & Construction
Career Pathway	Design/Pre-Construction

20. Merchandise Displayers and Window Trimmers*

SOC Code	27-1026
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	18.86
Kent Avg Hourly Wage	18.30
Sussex Avg Hourly Wage	17.38
Skill Level	L
Apprenticeable	Yes
Career Cluster	Marketing
Career Pathway	Merchandising

21. Set and Exhibit Designers*

SOC Code	27-1027
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	27.45
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	Yes (Display Designer)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Visual Arts

22. Actors*

SOC Code	27-2011
2022 Employment	15
2032 Projected Employment	13
Change	(2)
% Change	13.3%
NCCo Avg Hourly Wage	26.31
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	M
Apprenticeable	Yes
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

23. Producers and Directors

SOC Code	27-2012
2022 Employment	15
2032 Projected Employment	13
Change	(2)
% Change	13.3%
NCCo Avg Hourly Wage	48.52
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

24. Athletes and Sports Competitors

SOC Code	27-2021
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Hospitality & Tourism
Career Pathway	Recreation, Amusements & Attractions

25. Coaches and Scouts

SOC Code	27-2022
2022 Employment	291
2032 Projected Employment	299
Change	8
% Change	2.7%
NCCo Avg Hourly Wage	56,257
Kent Avg Hourly Wage	62,214
Sussex Avg Hourly Wage	#####
Skill Level	H
Apprenticeable	No
Career Cluster	Education & Training
Career Pathway	Teaching/Training

26. Umpires, Referees, and Other Sports Officials

SOC Code	27-2023
2022 Employment	39
2032 Projected Employment	39
Change	-
% Change	0.0%
NCCo Avg Hourly Wage	15.23
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	M
Apprenticeable	No
Career Cluster	Hospitality & Tourism
Career Pathway	Recreation, Amusements & Attractions

27. Dancers

SOC Code	27-2031
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

28. Choreographers

SOC Code	27-2032
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

29. Music Directors and Composers

SOC Code	27-2041
2022 Employment	Between 5-10
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

30. Musicians and Singers*

SOC Code	27-2042
2022 Employment	56
2032 Projected Employment	44
Change	(12)
% Change	21.4%
NCCo Avg Hourly Wage	30.78
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	M
Apprenticeable	Yes
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

31. Disc Jockeys, Except Radio*

SOC Code	27-2091
2022 Employment	55
2032 Projected Employment	45
Change	(10)
% Change	18.2%
NCCo Avg Hourly Wage	46.85
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	L
Apprenticeable	Yes
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

32. Entertainers and Performers, Sports and Related Workers, All Other

SOC Code	27-2099
2022 Employment	Between 5-10
2032 Projected Employment	Between 5-10
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	L
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

33. Broadcast Announcers and Radio Disc Jockeys

SOC Code	27-3011
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

34. News Analysts, Reporters, and Journalists

SOC Code	27-3023
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	33.53
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

35. Editors

SOC Code	27-3041
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	42.67
Kent Avg Hourly Wage	N/A
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

36. Technical Writers*

SOC Code	27-3042
2022 Employment	Between 5-10
2032 Projected Employment	Between 5-10
Change	-
% Change	-
NCCo Avg Hourly Wage	62.46
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	44.96
Skill Level	H
Apprenticeable	Yes (Technical Content Professional)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

37. Writers and Authors

SOC Code	27-3043
2022 Employment	Between 11-15
2032 Projected Employment	Between 5-10
Change	-
% Change	-
NCCo Avg Hourly Wage	31.13
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

38. Audio and Video Technicians*

SOC Code	27-4011
2022 Employment	12
2032 Projected Employment	11
Change	(1)
% Change	8.3%
NCCo Avg Hourly Wage	31.72
Kent Avg Hourly Wage	28.63
Sussex Avg Hourly Wage	-
Skill Level	M
Apprenticeable	Yes (Stage Tech, Light Tech)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

39. Broadcast Technicians*

SOC Code	27-4012
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	M
Apprenticeable	Yes (Audio Operator, Field Engineer)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

40. Sound Engineering Technicians*

SOC Code	27-4014
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	M
Apprenticeable	Yes (Recording Engineer, Sound Mixer)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

41. Lighting Technicians

SOC Code	27-4015
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No (see 27-4011)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

42. Photographers*

SOC Code	27-4021
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	24.76
Kent Avg Hourly Wage	23.81
Sussex Avg Hourly Wage	24.67
Skill Level	M
Apprenticeable	Yes (Still Photographer)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

43. Camera Operators, Television, Video, and Film*

SOC Code	27-4031
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	Yes
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

44. Film and Video Editors*

SOC Code	27-4032
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	Yes
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

45. Athletic Trainers

SOC Code	29-9091
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	63,250
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	H
Apprenticeable	No
Career Cluster	Health Science
Career Pathway	Therapeutic Services

46. First-Line Supervisors of Entertainment and Recreation Workers, Except Gambling Services

SOC Code	39-1014
2022 Employment	118
2032 Projected Employment	120
Change	2
% Change	1.7%
NCCo Avg Hourly Wage	28.12
Kent Avg Hourly Wage	23.51
Sussex Avg Hourly Wage	23.57
Skill Level	M
Apprenticeable	No
Career Cluster	Human Services
Career Pathway	Personal Care Services

47. Motion Picture Projectionists

SOC Code	39-3021
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Hospitality & Tourism
Career Pathway	Recreation, Amusements & Attractions

48. Costume Attendants

SOC Code	39-3092
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	Yes (Wardrobe Supervisor)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts

49. Locker Room, Coatroom, and Dressing Room Attendants

SOC Code	39-3093
2022 Employment	12
2032 Projected Employment	12
Change	-
% Change	0.0%
NCCo Avg Hourly Wage	14.35
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	L
Apprenticeable	No
Career Cluster	Human Services
Career Pathway	Personal Care Services

50. Entertainment Attendants and Related Workers, All Other

SOC Code	39-3099
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Hospitality & Tourism
Career Pathway	Recreation, Amusements & Attractions

51. Models

SOC Code	41-9012
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Marketing
Career Pathway	Merchandising

52. Audiovisual Equipment Installers and Repairers*

SOC Code	49-2097
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	27.53
Kent Avg Hourly Wage	24.67
Sussex Avg Hourly Wage	24.02
Skill Level	M
Apprenticeable	Yes (AV Repairer, Electronic Organ Tech, Radio Repairer, TV and Radio Repairer, Tape Recorder Repairer)
Career Cluster	Manufacturing
Career Pathway	Maintenance, Installation & Repair

53. Camera and Photographic Equipment Repairers*

SOC Code	49-9061
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	17.93
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	M
Apprenticeable	Yes (Photographic Equip Repairer, Camera Repairer, Photo Equip Tech, Aircraft Photo Equipment, Motionpic Equip Machinist)
Career Cluster	Manufacturing
Career Pathway	Maintenance, Installation & Repair

54. Prepress Technicians and Workers*

SOC Code	51-5111
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	29.36
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	M
Apprenticeable	Yes (Electrotyper, Photoengraving Printer, Photoengraving Proofer, Photographer, Photoengrav C923, Keyboarder/proofreader (Existing Title: Compositor), Monotype-keyboard Operator, Plate Maker (Existing Title: Plate Finisher), Scanner Operator, Linotype Operator (Prt & Pub), Photoengraving Finisher, Photographer, Lithographic, Stereotyper, Etcher, Photoengraving, Lithographic Platemaker, Etcher, Hand (Prt & Pub), Paste-up Artist, Proofsheets Corrector (Prt), Photoengraver, Photographer, Photoengrav C923, Plate Finisher (Print & Pub), Retoucher, Photoengraving, Stripper, Lithographic II, Photographic-plate Maker, Stripper (Print & Pub),

	Dot Etcher, Keyboarder/proofreader (Existing Title: Composer), Composer (Alternate Title: Keyboarder/proofreader [Gov])
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Printing Technology

55. Printing Press Operators*

SOC Code	51-5112
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	24.05
Kent Avg Hourly Wage	20.38
Sussex Avg Hourly Wage	22.82
Skill Level	M
Apprenticeable	Yes (Job Printer, Cylinder Press Operator, Engraving Press Operator, Assistant Press Operator, Printer, Plastic, Sketch Maker I (Print & Pub), Steel-die Printer, engraver, Machine, Letterer (Profess & Kin), Proof-press Operator, Rotogravure-press Operator, Wallpaper Printer I, Embossing-press Operator, Lithograph Press Operator, Lithograph Press Operator, Tinware, Offset Press Op Dial, Platen-press Operator, Printer-slotter Operator, Ben-day Artist, Embosser, Offset Pressperson (Existing Title: Offset Press Operator 1), Offset-press Operator I, Web-press Operator)
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Printing Technology

56. Sewers, Hand

SOC Code	51-6051
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-

Skill Level	-
Apprenticeable	No
Career Cluster	Manufacturing
Career Pathway	Production

57. Tailors, Dressmakers, and Custom Sewers*

SOC Code	51-6052
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	L
Apprenticeable	Yes (Custome Tailor, Furrier, Shop Tailor, Alteration Tailor, Sample Sticher, Dressmaker)
Career Cluster	Human Services
Career Pathway	Personal Care Services

58. Fabric and Apparel Patternmakers*

SOC Code	51-6092
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	Yes (Design and Patternaker Shoe, Patternmaker)
Career Cluster	Manufacturing
Career Pathway	Production

59. Etchers and Engravers*

SOC Code	51-9194
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	Yes (Engraver (Glass Prod), Engraver I, Engraver, Block (Prt & Pub), Engraver, Hand, Soft Metal, Siderographer (Print & Pub), Engraver, Pantograph I, Roller Engraver Hand, Engraver, Picture (Prt&pub), Sketch Maker II (Print & Pub), Engraver, Hand, Hard Metal
Career Cluster	Manufacturing
Career Pathway	Production

60. Designers, All Other

SOC Code	27-1029
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Visual Arts

61. Media and Communication Workers, All Other

SOC Code	27-3099
2022 Employment	Between 1-5
2032 Projected Employment	Between 1-5
Change	-
% Change	-
NCCo Avg Hourly Wage	25.81
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	L
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications; Arts, Audio/Video Technology & Communications
Career Pathway	Performing Arts; Journalism and Broadcasting

62. Media and Communication Equipment Workers, All Other

SOC Code	27-4099
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	L
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Journalism and Broadcasting

63. Data Entry Keyers*

SOC Code	43-9021
2022 Employment	20
2032 Projected Employment	14
Change	(6)
% Change	30.0%
NCCo Avg Hourly Wage	18.96
Kent Avg Hourly Wage	18.84
Sussex Avg Hourly Wage	17.43
Skill Level	L
Apprenticeable	Yes (Photocomposing-Perforat-Ma)
Career Cluster	Business Management & Administration
Career Pathway	Administrative Support

64. Proofreaders and Copy Markers

SOC Code	43-9081
2022 Employment	0
2032 Projected Employment	0
Change	-
% Change	-
NCCo Avg Hourly Wage	-
Kent Avg Hourly Wage	-
Sussex Avg Hourly Wage	-
Skill Level	-
Apprenticeable	No
Career Cluster	Arts, Audio/Video Technology & Communications
Career Pathway	Printing Technology

Appendix C: SCR 109 LEA Creative Economy Pathways Survey Findings

Survey Summary: 26 responses across 19 questions

1. Familiarity with Creative Economy (SCR 109)

Total responses: 26 (100%)

Response	Count (%)
Slightly familiar	14 (53.8%)
Moderately familiar	7 (26.9%)
Very familiar	4 (15.4%)
Not at all familiar	1 (3.8%)

Key finding: Over half (53.8%) report only slight familiarity with the creative economy term, indicating a need for increased awareness and education.

2. Most Relevant Creative-Sector Occupations

Total responses: 26 (100%) | Multi-select question with 17 unique occupation types

Occupation Type	Count (%)
Culinary/Hospitality arts	25 (96.2%)
Digital media	23 (88.5%)
Graphic design/UX	21 (80.8%)
Architecture/design	16 (61.5%)
Visual arts	14 (53.8%)
Performing arts	13 (50.0%)
Film/TV/Broadcasting	13 (50.0%)

Key finding: Culinary/hospitality arts (96.2%), digital media (88.5%), and graphic design/UX (80.8%) are viewed as the most relevant occupations for Delaware students.

3. Student Exposure to Creative-Sector Career Opportunities

Total responses: 26 (100%)

Response	Count (%)
Somewhat	11 (42.3%)
No	7 (26.9%)
Yes	6 (23.1%)
Unsure	2 (7.7%)

Key finding: 69.2% believe students do not receive adequate exposure (42.3% somewhat, 26.9% no), indicating a significant gap in career awareness.

4. Gaps in Career Advisement for Creative-Sector Careers

Total responses: 26 (100%) | Multi-select question

Gap Area	Count (%)
Representation of employers	18 (69.2%)
Work-based learning	18 (69.2%)
Awareness	14 (53.8%)
Postsecondary connections	14 (53.8%)
Access to programs	13 (50.0%)

Key finding: Employer representation and work-based learning opportunities are tied as the top gaps (69.2% each), followed by general awareness and postsecondary connections (53.8% each).

5. Creative Economy Pathways Currently Offered by LEAs

Total responses: 26 (100%) | Multi-select question

Pathway Type	Count (%)
Clubs	21 (80.8%)
Arts programs	21 (80.8%)
Academies	21 (80.8%)
State-approved CTE pathways	18 (69.2%)
Locally-developed non-CTE creative pathways	14 (53.8%)
Dual enrollment/articulated courses	13 (50.0%)
None of the above	3 (11.5%)

Key finding: Most LEAs offer clubs, arts programs, and academies (80.8% each), with 69.2% offering state-approved CTE pathways. However, 11.5% offer no creative pathways at all.

6. Current Enrollment in Creative-Aligned Programs

Total responses: 26 (100%) | Open-ended question

Key finding: Responses varied widely and many respondents were unable to provide specific enrollment numbers. Sample responses included 'unsure at this moment,' '1584,' '0,' 'ranges from 12-20 students per grade level,' and '?'. This suggests a lack of systematic tracking of creative pathway enrollments across LEAs.

7. Demand for Creative Economy Pathways (LEAs Not Currently Offering)

Total responses: 14 (53.8% of total) | Conditional question

Response	Count (%)
Limited interest	5 (35.7%)
Unsure	5 (35.7%)
Yes, moderate interest	2 (14.3%)
Yes, high interest	2 (14.3%)

Key finding: Among LEAs not currently offering creative pathways, there is limited or uncertain demand (71.4% combined), suggesting barriers beyond interest may be preventing pathway development.

8. Barriers to Offering Additional Creative-Aligned Pathways

Total responses: 26 (100%) | Open-ended question

Key finding: The most commonly cited barriers were staffing, funding/equipment, scheduling challenges, and difficulty finding employer partners. Many respondents listed multiple barriers, indicating systemic resource constraints. Common themes include lack of dedicated personnel, insufficient equipment and materials, scheduling conflicts, low perceived student demand, and challenges connecting with industry partners.

9. Awareness of Delaware Creative Economy Career Opportunities

Total responses: 26 (100%)

Response	Count (%)
Somewhat	17 (65.4%)
Yes	6 (23.1%)
No	3 (11.5%)

Key finding: Only 23.1% are fully aware of creative career opportunities in Delaware, with 65.4% having only partial awareness, indicating a need for better information sharing about local creative economy employment.

10. Resources to Help Students Understand Creative-Sector Opportunities

Total responses: 25 (96.2%) | Open-ended question

Key finding: Respondents requested dedicated CTE and WBL staff, job fairs with Delaware employers and arts organizations, increased funding and staffing, clear explanations of creative sectors in Delaware, early exposure to creative careers (middle school or earlier), work-based learning opportunities, and information resources. Several emphasized the need for simple, accessible materials that explain creative economy career pathways.

11. Work-Based Learning Partnerships in Creative Fields

Total responses: 26 (100%)

Response	Count (%)
Yes	16 (61.5%)
No	8 (30.8%)
Not yet, but interested	2 (7.7%)

Key finding: 61.5% currently partner with employers for work-based learning in creative fields, though 38.5% either do not or are interested but not yet doing so.

12. Types of Work-Based Learning Experiences Available

Total responses: 22 (84.6%) | Multi-select question

Experience Type	Count (%)
Job shadowing	14 (63.6%)
Internships	13 (59.1%)
School-based enterprises	12 (54.5%)
Project-based collaborations	4 (18.2%)

Key finding: Job shadowing (63.6%) and internships (59.1%) are the most common work-based learning experiences, followed by school-based enterprises (54.5%). Youth apprenticeships appear rarely.

13. Support Needed to Expand Work-Based Learning

Total responses: 26 (100%) | Open-ended question

Key finding: Respondents emphasized the need for dedicated district positions, employer willingness to host students under 18, funding and staffing, financial support for student participation, awareness of available opportunities, connections to industry partners, transportation assistance, professional development for coordinators, and streamlined administrative processes. Many noted that creative careers may require unpaid internships or participation fees that create barriers for low-income students.

14. Equitable Access to Creative-Sector Learning

Total responses: 26 (100%)

Response	Count (%)
Yes	11 (42.3%)
Somewhat	8 (30.8%)
Unsure	4 (15.4%)
No	3 (11.5%)

Key finding: While 42.3% believe access is equitable, 42.3% (somewhat + no + unsure) have concerns about equity, suggesting persistent barriers for underrepresented groups.

15. Barriers Limiting Participation by Underrepresented Groups

Total responses: 25 (96.2%) | Open-ended question

Key finding: The most frequently cited barriers were transportation (especially for internships and shadowing experiences), lack of financial resources for private lessons and materials, limited early exposure to creative fields, lack of family support or awareness, geographic isolation, limited program availability in certain schools, costs associated with participation (equipment, fees, supplies), and cultural or socioeconomic factors that make creative careers seem inaccessible. Several respondents noted that low-income families cannot afford the supplemental arts education that builds portfolios for creative careers.

16. Actions Delaware Could Take to Improve Access

Total responses: 24 (92.3%) | Open-ended question

Key finding: Respondents called for increased funding, identification and promotion of employment opportunities with workforce development support, additional staffing resources,

direct partnerships between the state and LEAs to explore collaborations, early exposure to creative careers (middle school), information about life-sustaining wages and actual job openings in Delaware, dual enrollment opportunities, development of career pathway frameworks, grants for equipment and materials, transportation support, and coordinated statewide initiatives. Many emphasized that funding alone is insufficient without concurrent employer engagement and career awareness efforts.

17. Additional Supports to Help LEAs Expand Creative Programming

Total responses: 23 (88.5%) | Open-ended question

Key finding: Most frequently mentioned were funding, partnerships with prospective employers, staffing support, professional development on vision and implementation at the state level, dedicated CTE and WBL coordinators, curriculum resources, equipment and materials, technical assistance, and models of successful programs. Several respondents indicated they could not identify additional needs beyond those already expressed, suggesting the primary barriers are well understood.

18. Resources for Students, Families, Counselors, and Educators

Total responses: 25 (96.2%) | Open-ended question

Key finding: Respondents requested partnerships with employers, easily accessible information (newsletters, websites), training for counselors and staff, short informational videos, simple one-page guides, information sessions explaining creative economy careers, work-based learning opportunity databases, professional development for CTE teachers and personnel, career pathway maps, and materials that can be distributed to families. Multiple respondents emphasized the need for materials to be simple, visual, and readily accessible rather than lengthy or complex.

19. Additional Considerations for the Department of Education

Total responses: 21 (80.8%) | Open-ended question

Key finding: Respondents reiterated the critical importance of funding throughout their responses. Other considerations included ensuring information reaches all departments (teachers, administration, finance, instruction), recognizing that small charter schools lack staffing and resources for these programs, acknowledging that expanding programming requires significant financial support, and ensuring coordination across state agencies. One respondent succinctly noted that implementation requires sustained funding beyond initial planning phases.

Overall Summary of Key Findings

1. Awareness Gap: Over half of respondents are only slightly familiar with the creative economy term, and only 23.1% are fully aware of Delaware's creative career opportunities.
2. High Relevance: Culinary/hospitality arts (96.2%), digital media (88.5%), and graphic design/UX (80.8%) are viewed as most relevant for Delaware students.
3. Inadequate Exposure: 69.2% believe students receive inadequate exposure to creative careers, with the biggest gaps being employer representation and work-based learning (both 69.2%).
4. Existing Programs: Most LEAs (80.8%) offer clubs, arts programs, or academies, and 69.2% offer state-approved CTE pathways. However, 11.5% offer no creative pathways.
5. Resource Barriers: The most significant barriers to expansion are staffing, funding, scheduling, and difficulty finding employer partners. These are consistent themes across multiple questions.

6. Work-Based Learning: 61.5% partner with employers for WBL, primarily through job shadowing (63.6%) and internships (59.1%). Expansion requires dedicated positions, employer buy-in, and funding for student participation.
7. Equity Concerns: While 42.3% believe access is equitable, significant barriers exist including transportation, lack of financial resources, limited early exposure, and geographic disparities.
8. State Action Needed: Respondents call for funding, employer partnerships, staffing support, early exposure initiatives, accessible information resources, professional development, and coordinated statewide efforts.
9. Information Resources: There is strong demand for simple, accessible materials (websites, videos, one-page guides) that explain creative careers, required skills, pathways, and Delaware-specific opportunities.
10. Funding Priority: Funding was the most frequently mentioned need across nearly all open-ended questions, indicating it is the foundational requirement for expanding creative economy pathways.

Appendix D: Arts Pathways Forum Discussion Outcomes

More than 90 working artists, arts employers, arts educators and students shared their perspectives with staff from the Department of Labor, Department of Education and Delaware Arts Alliance as part of public engagement for Senate Concurrent Resolution 109 between August and December 2025 through four sessions (virtual and in-person) and an online survey. Three of these sessions included presentations on existing opportunities -namely registered apprenticeships and work-based learning. All four sessions and the online survey also solicited feedback from stakeholders on additional opportunities to connect the arts to educational pathways and career readiness programs. The response was overwhelmingly in favor of efforts to foster the next generation of artists in Delaware, and willingness to partner, work in existing systems, and form new connections to achieve this goal. Participants demonstrated ways they have already invested or are willing to invest in advancing the future of the arts in Delaware. Below is a summary of the key findings, opportunities, and personal anecdotes unveiled during these convenings.

Key Challenges

Industry: Feedback from Working Artists & Employers

Overall: Working artists and arts employers in Delaware represent the high-skilled, high-wage, and high-demand careers researched in the Delaware Arts Alliance’s CREATE Plan. Delaware’s creative economy is growing, and it seeks a modern workforce with the creative and technical skills needed to support it.

- **Contracted or “gig” work is more common for artists than traditional full-time/W2 jobs**, but these workers are not captured in the current data system. Their income and capacity can fluctuate seasonally, and they may spend time working outside the primary arts job.
 - These workers/” travelling artists” would also offer valuable insight to arts students but are not a part of the career continuum presently.
 - K-12 and higher education do not connect contract work skills to their pathways, such as how to run a business, how to be flexible, and how to market your work.
 - **Contract law/IP/licensing training** would help supplement the skills needed to be a contract artist professionally.
- **Many artists who live in DE work as artists outside of the state**, such as Philadelphia or New York, but are not captured in the current data system. These artists often work in both high-skilled and high-waged industries and if not connected to opportunities in Delaware, can ultimately contribute to “brain drain” in the state’s creative sector.
- **Employers are seeking technical skills in the creative industries** and can mentor/expose students and apprentices to specific and critical industry work, such as stage technicians, administrators, social media/content managers, and finance

managers. Workforce development for creatives benefits from both creative and technical skill building.

- **Employers benefit from creative skills and thinking, regardless of role.** A “creative thinker” is better equipped to problem solve, present information, make new connections, and have positive emotional and social literacy (soft skills) than employees that were not exposed to the arts. Diverse skills are highly employable.
 - With AI automation impacting the workforce, taste-making, curation, and an “idea-driven”/creative eye will help secure the value of the human eye/touch vs. the work of a machine.
 - Similarly, fields that are technical, such as carpentry, can be done with a creative lens if paired with arts education.
- **Apprenticeships are not restricted to K-12** and can be used to train adult learners who want to pursue a new career and/or skill in creative industries.

Education: Feedback from Students & Educators

Overall: Students and educators are passionate about the arts in Delaware, but lack the resources needed to streamline their connections to creative industries. Individuals and certain programs have invested in the arts and achieved success, but the process is not yet equitable. Because of this, Delaware is experiencing “brain drain” and missing opportunities to foster creative talent and industry-specific skills.

- **Arts pathways are not connected to career options.**
 - Students are often attracted to social media/well-known careers, such as producers and entertainers, and are not exposed to (or trained in) more common and well-paying roles, such as administration, back-stage/on-set support, archival/museum work, and other technical skill roles.
 - Pathways do not consistently offer internships/work experience, especially those outside of arts education. Even within arts education, students are not prepared to be “teaching artists” or contract arts educators, although many arts educators find success in this field.
 - Some existing “work” placements have students doing roles unrelated to the arts, and students are unable to be placed at a role within their own schools/arts programs, limiting available options. **Transportation is a limiting factor** for many students, especially in rural areas, to experience learning outside the classroom.
 - Students are unaware of what specific skills they will need in their fields.
- **Parents influence student’s choices**, and preference CTE Pathways and lack the resources to understand the size and scope of creative industry options.

- There is a perception that “gig work” does not offer stability, and pathways could consider “packaging” the arts as employable and developing skills that would offer traditional employment as well, such as in arts and business.
- **Counselors are also unaware** of opportunities in the arts, discouraging students and their parents from pursuing arts pathways.
- Pathway/career decisions are made as early as Middle School, and most middle schools do not offer any/enough programming, resulting in an equity gap for families not pursuing the arts outside of school, including due to the costs and/or transportation. This is particularly true for dance, instrument, and studio training.
- **Arts organizations have limited capacity** to participate in career exploration efforts and would benefit from a liaison connecting a number of arts opportunities (organizations and careers) to students.
- **Arts courses conflict with Honors/AP courses**, limiting enrollment and causing students to deprioritize their arts classes. A weighted GPA system also discourages unweighted arts classes.
 - Many students are unaware of alternative honors options/ societies/ distinctions to pursue to reflect their achievements in the arts.
- **Art teachers are not equipped to be “career specialists”** and do not have access to all the resources needed to prepare their arts students to be professional artists. Before the pathways are developed, it is important to ensure teachers are qualified and prepared to connect to career readiness. Higher education could help supplement this professional development training and/or offer “dual enrollment” or “dual crediting” options resulting in certifications from their institutions.
- **Modern arts education/training requires modern equipment** which can be difficult to prioritize with budget constraints. Digital music and sound require an upgraded computer lab, and space and equipment are needed for technical skill training, such as sound, lights, etc.

Key Opportunities

Overall: There is aligned demand across students, educators, employers for additional supports within, but not limited to, Career and Technical Education, to help prepare students for jobs in creative industries.

- **Offer educational resources on the future and viability of the arts**, to ensure those influencing students are not discouraging them. Economic data would be helpful to students, parents, and educators.
 - A **College Arts and Arts Career Faire** would help connect students & families with local opportunities and ensure the college representative is well-versed in the school’s arts programming. Arts employers can also present arts careers

available at their organizations, lifting the veil of possibilities for youth to consider, such as music education, sound engineering, event production, arts administration, music therapy, visual arts, content creation, and many more.

- An **Arts Showcase** would help bring an arts college/career faire to life, demonstrating precisely the outcomes of working in the arts.
- **Portraying the arts as essential** for the modern worker. All fields, including STEM, require creatives. Arts offers a healthy outlet and develops well-rounded adults by providing skillsets that will serve other roles (ex. Public speaking, presenting, etc.)
- **Centralized Database for Work-Based Learning opportunities in a creative economy**, so that diverse and emerging fields can be equitably and systematically accessed by all arts educators.
 - Similarly, organizations that contract artists can partner to offer year-round work-based learning or apprenticeships (ex. A series of short-term opportunities with several employers, instead of just one) in the arts.
 - Employers would also benefit from workforce training in the requirements of interning or apprenticing students, so that they can ensure they have the capacity to meet expectations of these programs.
 - **DeITech has an existing database** for Work-Based Learning that can be better utilized by employers and schools.
 - Compile case studies of arts organizations who have successfully retained students from apprenticeships/internships to set an example for others and create compelling stories and reasons why people should build their careers in DE.
 - **The arts are an evolving field**, with new jobs emerging and expectations in existing careers changing regularly. Connections between arts educators and the industry would help maintain flexibility and preparedness.
- **Arts & Business Pathways** could be developed to pair technical arts classes with business skills (finance, marketing, tech, etc.) that can prepare arts freelancers.
 - **Portfolio Planning** would help students see the culmination of their skills but is not currently required by most arts pathways.
 - **Capstone/creative projects** would help increase “vertical integration”, allowing creatives to connect their work to the community.
 - **Apprenticeships** could help students develop specialization in specific career and/or employable skills, while still studying the arts.
- **Using arts career training as an intervention tool**, to offer direction and support to youth outside of traditional K-12, such as those experiencing homelessness or criminal justice challenges, to offer investment and career readiness.

Quotes/Anecdotes

- **An arts educator** requires students to explore job titles and salaries of creative careers in their fields of interest and invites guest speakers to share their paths that brought them into an arts role, offering value and perspective to students.
- **An arts student**, who is in a Computer Science Pathway and theatre electives shared, “Theatre has helped me in ways I can’t explain. I’ve gotten to work professionally in Computer Science. I speak and present better than my peers because I received an arts education too.”
- **An arts student** shared that their peer is focused on a specific field of arts study and was offered classes focused in this specific area of interest. He received a professional local internship and job offer on Broadway, before the employer realized he was only in high school!
- **An arts employer** partnered with a local high school, offering an internship to a student interested in arts education, who has now transitioned to full-time staff at the organization following their graduation. These success stories demonstrating training, retention, and value to students and employers would help strengthen the overall interest in participating in these education programs.
- **An arts employee** graduated in a digital publishing pathway and fine arts college degree, which provided most of the technical skills they needed for their future career as a freelance graphic designer. However, their education fell short of teaching the necessary business skills to be a freelancer, such as business licensing, marketing, business and financial management, and other entrepreneurship training. Apprenticeships would have helped to bridge this gap and offer support to artists pursuing their career in Delaware.
- **An arts employer** attended a career fair and represented 1 of the 2 total arts organizations present. Students with a passion for the arts “do not feel seen” and more work is needed for them to recognize their role in the economy. Students were excited to see the 25+ career opportunities the arts employer presented and suggested more boots on the ground outreach to connect arts students with internships, apprenticeships, and connections to the workforce.
- **A higher education arts educator** suggested that an Associate of the Arts program in the creative arts would help offer immersive, project-driven experiences across all creative fields and allow students to work on projects that focus on community engagement, self-expression, and social empowerment. This program could be coupled with internships, apprenticeships, and other career-oriented paths, or be a part of continued college education in the arts, including PhD and “laboratory” based arts-research programs.

CREATE Plan Data

Released in 2024, the CREATE Plan, the first-of-its-kind in the nation, presents a shared vision for a thriving, inclusive, and interconnected creative economy. Conducting an Economic Impact Analysis of the sector, and soliciting input from 600+ Delawareans, the CREATE Plan gathered key data in understanding the size and scope of the industry.

From the CREATE Plan, Delaware's creative economy is:

- **High-waged:** The average income for workers in the creative economy sector is \$71,974, which is 29% above the average for the rest of the economy of \$55,582.
- **High-skilled:** 60.3% of individuals working in the Creative Economy have a high level of education, indicating a well-educated workforce that exceeds the average level higher education population in the rest of the economy (42.7%).
- **High-demand:** Despite a decline of 6.6% of the Gross Value Added due to Covid in 2020, the Delaware creative economy rebounded with a notable 9.5% growth in 2021 (\$1.3B) exceeding its pre-pandemic level.

Discussion Questions

The following discussion questions were presented to the 90+ stakeholders during the four forum sessions and online survey, resulting in the summary presented above.

Discussion Questions for Industry

- What insight can you offer about what employment/hiring looks like in the creative economy?
- Employers: If you are an employer, what type of organization do you run? How many people do you employ and for what types of jobs? What is the nature of that employment (1099, W-2 etc)? What qualifications do you seek? Are you able to hire locally to meet your needs? What training is available in your industry? What is needed?
- Freelancer/Self-Employed: If you are a freelancer or self-employed, what sort of work do you do? What is the nature of your employment/work (e.g. freelance/gig work, contracted work, earned revenue, splitting time between creative sector work and job in another industry etc.) What training is available in your industry and what is needed?
- Connection to education: What insight can you offer into the connection between schools and industry? For instance:
 - Are you engaged in schools now to offer work-based learning opportunities (such as internships, apprenticeships, job shadowing etc)?
 - Are you interested in providing these opportunities for students? Are there supports you'd need to offer these opportunities?

Discussion Questions for Educators

- What specific supports would help Delaware students be better prepared for and connected to future careers in the arts? What does your school offer now and what would you like to see offered to students? (e.g. internships, apprenticeships, job

shadowing, soft skill development, curriculum aligned to needs of industry, counseling, portfolio development etc.)

- Please share any feedback you have about current challenges or opportunities with career and technical education and arts education? (e.g., availability of classes, parent involvement, perception of the arts as a career option, counseling, limited options, funding etc.)

Appendix E: Middle Grades Redesign

The Goal of Rethinking Middle Grades

Through youth-centered career exploration, every student should exit grade eight having found success in equity-centered career and technical education, academic, and social-emotional programming that cultivates student identity and inspires a path to postsecondary success.

The Vision for Middle Grades

The vision for middle grades is strong, equity-focused and well-rounded middle grades CTE programming that is open and available for all students to explore, grow, and learn before making critical decisions about high school and postsecondary plans, Eradicates the readiness gaps caused by an unequal playing field and inconsistent expectations of youth as they move through middle grades and transition into high school Connects with elementary school and high school to create a continuum of educational experiences that prepare students for college, career, and life Ensures all students arrive at high school with a healthy and positive image of themselves and a meaningful connection to their community, school, and their future identity quips all students with the academic, self-efficacy and social-emotional growth mindsets needed to succeed in rigorous high school coursework and early postsecondary experience. The profile of a high school ready student outlines what skills and knowledge a student should leave middle grades with to be ready for high school and beyond. To be ready for high school, middle grades should support students to:

- Increase their awareness of and exposure to different types of careers.
- Understand their aptitudes, interests, personality and preferences and how those might relate to their future in the workforce.
- Identify and develop employability skills such as but not limited to effective decision making, collaboration, problem solving, self-advocacy and actions that support effectiveness in the workplace.
- Acquire or develop foundational technical skills in specific career areas such as understanding job or career related terminology, demonstrating the safe and appropriate use of industry-specific tools and equipment, and/or learning to use industry-specific software as a part of career exploration or planning activities.
- Explore the various after high school options that are available in their community, state, nationally, and internationally, as well as the high school career pathways that could lead to those options.
- Create, with input from educators, their families and other trusted authority figures, a student success plan that leverages short- and long-term actions to support their own aptitudes, strengths, interests and future career/educational goals. Students will also examine the components that make up effective decision making.

By the time they leave middle grades, a high-school ready student will

- Increase Career Awareness and Exposure
- Increase Self Awareness

- Develop Employability Skills
- Develop Foundational Technical Skills
- Develop an Actionable Plan for Next Steps in High School
- Develop the Ability to Make Informed Educational Choices

Resources and Supports

Resources and supports that are currently available for middle school students, parents, and school counselors to identify CTE pathways aligned with careers linked to the creative economy include:

- Career Exploration Standards
- Profile of a High school Ready Student Infographic
- ELA Crosswalk
- School Counselor Crosswalk
- Implementation Guide
- Pilot Case Studies
- Technical Assistance
- CTE Career Advisement Assistant - an internal AI chatbot for educators in Delaware to support middle school career advisement. The tool is designed to assist educators in creating lesson plans, finding resources, and adapting activities to align with career exploration standards.
- Junior Achievement (JA) Pathways to Your Dreams Experience- Initiative helping students explore careers, align interests with jobs, and plan education by connecting school learning to real-world options, using online tools, skill-building activities (soft skills, finance), and volunteer mentorship to create personalized career plans, showing them future earning potential and education needs.
- Certificate of Inquiry - a special keepsake from Junior Achievement (JA) of Delaware showing how a student's interests connect to real Delaware jobs, career pathways, education needed, and potential salaries, helping them make informed choices for high school and beyond. It's a tangible link from career exploration activities to actionable, local career planning with educators, students and families, aligned with Delaware Pathways.
- Delaware 211- Out-of-School Time Resource- Connect students in middle grades with programming in their community and support student readiness and transition into high school. <https://delaware211.org/summer-programs/>

Future Resources

- Business Crosswalk- June 30, 2026
- Health Sciences Crosswalk- June 30, 2026
- Arts Crosswalk- June 30, 2026
- Lesson Plan Repository- September 2026
- Career Technical Student Organization Experience Expansion Opportunities- 2026-2027 SY

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DDOE CTE Work-Based Learning Policy: https://education.delaware.gov/wp-content/uploads/2023/12/2023_CTE_WBL_Policy.pdf

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Advisory Committee Handbook: <https://daccte.delaware.gov/wp-content/uploads/sites/129/2024/04/Advisory-Committee-Handbook.pdf>

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