

Companion Document to the:   
**Labor Market Information (LMI) Instructions & Guidance**

Delaware Department of Education

**Appendix: Labor Market Information (LMI) Review**

Delaware CTE Program of Study Application

**Table 1: LEA Information***(see instructions on page 2, LMI Instructions & Guidance Document)*

|  |  |
| --- | --- |
| Career Cluster: | Arts, Audio/Video Technology & Communications |
| Career Pathway: | Visual Arts |
| CTE Program of Study: | *Fashion & Apparel* |
| High School and LEA Name: |  |
| County: |  |

**Table 2: Labor Market Information (LMI) Benchmarks by Geographic Region***(see instructions on page 2, LMI Instructions & Guidance Document)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Region** | **Employment 2015** | **Employment Change 2014-24** | **Employment Growth 2014-24** | **Avg. Wage 2015** |
| United States | 137,896,660 | 9,788,900 | 6.5% | $48,320 |
| Delaware | 433,840 | 37,150 | 8.1% | $50,300 |
| District of Columbia | 676,060 | 46,040 | 6.0% | $80,150 |
| Maryland | 2,596,630 | 504,540 | 18.2% | $54,630 |
| New Jersey | 3,906,800 | 275,310 | 6.5% | $54,950 |
| Pennsylvania | 5,709,480 | 345,920 | 5.7% | $46,550 |
| Virginia | 3,682,450 | 368,050 | 9.3% | $51,670 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 3: LMI by Career Cluster & Pathway** *(see instructions on page 4, LMI Instructions & Guidance Document)* | | | | | | **2014-2024** | | | |
| **Cluster Code** | **Cluster/Pathway Title** | **Middle Skill** | **High Skill** | **High Wage** | **High Demand** | **Employment 2015** | **Employment Change 2014-2024** | **Employment Growth 2014-2024** | **Average Wage 2015** |
| ***(Cluster 3)*** | **Arts, AV Technology & Communications** |  |  |  |  | **2540** | **-28** | **-.8** | **53,082** |
|  | Rank Select Career Cluster by the Following Categories -> | | | | | 16/16 | 15/16 | 16/16 | *9/16* |
|  | Fashion Designers |  |  |  |  | 7820 | 230 | 1.5% | $79,110 |
|  | Rank Select Career Pathway by the Following Categories -> | | | | | 2/5 | 3/5 | 2/5 | 3/5 |
|  | Arts, AV Technology & Communications  – Mid Atlantic States |  |  |  |  | 204,040 | 5,380 | 2.1% | $54,295 |
|  | Arts, AV Technology & Communications  -United States |  |  |  |  | 1,837,100 | 39,300 | 1.5% | $54,762 |
|  | [Performing Arts](https://www.edeps.org/CppDeOccupation.aspx?pwn=10304) |  |  |  |  | 220 | 14 | 10.2% | $66,535 |
|  | [Journalism and Broadcasting](https://www.edeps.org/CppDeOccupation.aspx?pwn=10305) |  |  |  |  | 830 | 22 | 2.5% | $52,238 |

**Table 3: LMI by Career Cluster & Pathway (Questions/Analysis)**

*(see instructions on page 5, LMI Instructions & Guidance Document)*

1. How does the employment, the employment change, the employment growth rate, and the average wage for the identified career cluster compare to LMI for other clusters in the State of Delaware? Is the career cluster rated as high wage and high demand?

**This cluster is rated as high skill and high wage; however, the demand is low in Delaware. Job opportunities in the mid-Atlantic region are much higher.**

1. How does the employment, the employment change, the employment growth rate, and the average wage for the identified career pathway compare to LMI at the cluster level? How does the identified pathway level LMI in Delaware compare to the pathway level LMI in the Mid-Atlantic and/or the United States? How does the identified pathway level LMI in Delaware compare to the other pathway level LMI in Delaware?

**Employment in the Fashion Design pathway exceeds the other pathways in this cluster in employment and employment growth.**

**The wages in this cluster are high. Jobs in this cluster though are not as strong in Delaware as surrounding states. Opportunities in the mid-Atlantic region are excellent, particularly in the Fashion Design Industry. The program of study does provide a base for additional occupations such as retail sales management as well as interior design.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 4: LMI by Standard Occupation Code (SOC)**  *(see instructions on page 6, LMI Instructions & Guidance Document)* | | | | | | **2014-2024** | | | |
| **SOC Code** | **Occupation Title** | **Middle Skill** | **High Skill** | **High Wage** | **High Demand** | **Employment 2015** | **Employment Change 2014-2024** | **Employment Growth 2014-2024** | **Average Wage 2015** |
| 51-6099 | Textile, Apparel and Furnishings  Worker |  |  | https://www.edeps.org/Images/HSWD_check.gif |  |  |  |  |  |
| 27-1025 | Interior Designers |  | https://www.edeps.org/Images/HSWD_check.gif | https://www.edeps.org/Images/HSWD_check.gif |  |  |  |  |  |
| 11-2022 | Sales Manager | https://www.edeps.org/Images/HSWD_check.gif |  | https://www.edeps.org/Images/HSWD_check.gif | https://www.edeps.org/Images/HSWD_check.gif |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

**Table 4: LMI by Standard Occupation Code (SOC) (Questions/Analysis)**

*(see instructions on page 7, LMI Instructions & Guidance Document)*

1. How closely related to the program of study are the identified occupations (SOCs)?

**The Fashion & Apparel POS directly aligned to these occupations. The skills learned are applicable and transferable to support these occupations. These programs have a strong connection to the Fashion program at DSU and UD.**

1. Are there adequate state-level projected job openings or employment growth projections at the occupation level to justify starting a new program of study? Do the occupations related to the program of study rank as high skill, high wage and/or high demand?

**This is not an industry with a large base in Delaware. However, our neighboring states, including New York, New Jersey, and Pennsylvania, have a strong connection with excellent demand and wage projections.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 5: LMI Supply Indicators by Secondary & Post-Secondary Levels**  *(see instructions on page 8, LMI Instructions & Guidance Document)* | | | **Program Completion/Enrollment** | |
| **Program Code (CIP)** | **Program (CIP) Title** | **School** | **2013-14** | **2014-15** |
| **Total Secondary Programs of Study** | | |  |  |
|  | Clothing & Textiles | Cape Henlopen High School |  |  |
| **Total Post-Secondary Programs of Study** | | |  |  |
|  | Fashion & Apparel Studies | University of Delaware/Newark | 15 | 21 |
|  | Fashion Merchandising | Delaware State University/Dover | N/A | N/A |

**Table 5: LMI Supply Indicators by Secondary & Post-Secondary Levels (Questions/Analysis)***(see instructions on page 9, LMI Instructions & Guidance Document)*

1. How is the secondary program of study articulated to or in any way related to the identified post-secondary program(s)?

**The Fashion & Apparel POS was developed in conjunction with the University of Delaware and Delaware State University. Both schools will offer advanced standing opportunities to students who complete the program of study.**

1. How does the annual completion data at the secondary and post-secondary level compare to the projected career pathway-related projected job openings in Table 4?

**The job openings in the mid-Atlantic region provide ample jobs based on post-secondary completion data. Both Delaware State University and the University have high graduate employment rates.**

**Table 6: Other LMI Data Including Real-Time LMI (Questions/Analysis)**

*(see instructions on page 10, LMI Instructions & Guidance Document)*

1. Are there additional LMI data (demand & supply) at the local, county, state, or Mid-Atlantic region that support starting a new program of study in this pathway? This includes additional occupations for which there is not an SOC, any other analysis of LMI data, and any additional information on demand & supply factors that influence employment which can include real-time labor market information.

**In interviews with several employers including ILC Dover and First State Manufacturing there is a demand for sewing machine operators in the state. They are looking for employees who have skills on both traditional and industrial equipment as well as an understanding of design, textiles, and construction.**