Delaware Department of Education

CTE & STEM Office

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Submit via email to: [CTE.STEM@doe.k12.de.us](mailto:CTE.STEM@doe.k12.de.us)

**DELAWARE CTE PROGRAM OF STUDY APPLICATION**

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| LOCAL EDUCATION AGENCY INFORMATION | | |
| **Local Education Agency (LEA):** | | |
| **School(s) where the Program of Study will be Located:** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster Title:**  [*Arts, Audio/Video Technology & Communications*](https://www.edeps.org/SelectCClusterUA.aspx?st=NY) | **Career Pathway Title:**  Visual Arts | **Program of Study Title:**  Fashion & Apparel |
| **CTE Program of Study Course Titles & Sequence:**   1. Introduction to Fashion & Fabric 2. Fashion Design 3. Fashion Management & Design | | |
| **CTE Program of Study Request:**  State-model CTE Program of Study  Local CTE Program of Study | | |
| ASSURANCES & SIGNATURES | | |
| CTE Program of Study approval and funding is contingent upon the following assurances:   1. The LEA will comply with Delaware Administrative Code, 14 DE Admin. 525, Requirements for Career and Technical Education Programs and the Delaware State Plan for the Carl D. Perkins Career and Technical Education Act of 2006; 2. The LEA will submit CTE program data as required by the Delaware Department of Education; 3. All teachers are certified in the appropriate CTE area and participate in program specific professional learning; 4. The LEA will convene and engage a program advisory committee for the purposes of program development, implementation, and continuous improvement; 5. All students have equal access to the program of study as well as early career/early college options; 6. Career and Technical Student Organizations are integral components of the program of study; 7. The LEA will maintain safe facilities and equipment aligned with the program of study goals; and 8. A process for continuous improvement has been established, which includes a model of evaluation and program improvement. | | |
| LEA CTE Coordinator Signature: Date: | | |
| LEA Chief School Officer Signature: Date: | | |

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| PROGRAM ADVISORY COMMITTEE MEMBER INFORMATION |
| Complete the list of program advisory committee members. Program of study representatives should include, but are not limited to: CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representatives, and post-secondary partners. Community stakeholders including parents and students can also be considered. *Attach additional information if applicable*. |
| Name: Title: |
| Affiliation: |
| Address: |
| Phone: E-Mail: |
| Area of Expertise: |
| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| Area of Expertise: |
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| Phone: E-Mail: |
| Area of Expertise: |
| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| LABOR MARKET DEMAND |
| Certify that a labor market needs analysis has been completed for the proposed CTE program of study. Attach the [*Labor Market Information (LMI) Review*](http://www.doe.k12.de.us/Page/435) document. |
| Access the [*Labor Market Information (LMI) Review*](http://www.doe.k12.de.us/Page/435) document.  The LEA certifies that regional, state, and local labor market data have been reviewed to assure a demand exists for the POS occupations and that the number of POS completers will not significantly exceed this demand. Department of Labor data are available and/or documented. Supporting evidence of supply and demand is submitted with this proposal.  No data exist for POS due to a unique labor market demand. Supporting evidence of demand is submitted with this proposal. Evidence may include, but is not limited to: real-time labor market information, documentation of national, regional, state, or local labor trends, or letters from employers or workforce agencies documenting projected employment specific to the career pathway. |

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| ACADEMIC AND TECHNICAL SKILL STANDARDS |
| List the academic, technical, and workplace skills and knowledge used to develop the program of study. |
| **Title and source of academic standards:**  Common Core State Standards CCSS)  The Common Core State Standards (CCSS) are national standards that set clear college- and career- ready expectations for kindergarten through 12th grade in English language arts/literacy and Mathematics. The standards help to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs and enter the workforce. The standards were developed by the nation’s governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). Teachers, parents, school administrators, and experts from across the country provided input into the development of the standards. The implementation of the Common Core, including how the standards are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels.  Within the Fashion & Apparel curriculum students apply the CCSS English language arts/literacy standards, specifically the College and Career Readiness Anchor Standards for Reading, Writing, and Speaking & Listening as well as the Literacy Standards for Science and Technical Subjects to engage in course work and work as a team. Additionally, the program has students apply the CCSS Mathematics standards, specifically the Standards for Mathematical Practice as well as standards at the high school level to solve technical problems and operations.  Next Generation Science Standards (NGSS)  The Next Generation Science Standards (NCSS) are national standards for science that lay out the disciplinary core ideas, science and engineering practices, as well as crosscutting concepts that students should master in preparation for college and careers. The standards were developed through a state-led effort that was managed by Achieve. The development of the NGSS involved the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners such as K12 teachers, state science and policy staff, higher education faculty, scientists, engineers, cognitive scientists, and business leaders.  Within the Fashion & Apparel curriculum students will apply the NGSS standards at the high school level, particularly Chemistry as it relates to fabrics. |
| **Title and source of technical skill standards:** |
| **Title and source of workplace or other skill standards, as applicable:**  Common Career Technical Core (CCTC)  The Common Career Technical Core (CCTC) are national standards for Career & Technical Education (CTE) that help to inform the establishment of state standards and/or programs of study. The CCTC were developed by educators, school administrators, representatives from business and industry, faculty from higher education, as well as workforce and labor market economists. The CCTC includes a set of standards for each of the sixteen (16) Career Clusters and the corresponding Career Pathways that help to define what students should know and be able to do after completing instruction in a program of study.  Career Ready Practices (CRP)  The Career Ready Practices (CRP) are a component of the CCTC framework and includes twelve (12) statements that address the knowledge, skills, ad dispositions that are important to becoming career ready. The CRP describes the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education and should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a career pathway.  Within the Fashion & Apparel program of study, the CRP statements are embedded throughout the program to ensure students display the appropriate workplace and soft skills required to be successful in a career. |

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| EARLY CAREER AND EARLY COLLEGE OPPORTUNITIES |
| Identify CTE program of study early career opportunities, industry-recognized certifications and licenses, options for early college credit, two- and four-year degree and certification program alignment, and the technical skill attainment measures for the program of study. *Attach articulation/dual enrollment agreement(s)*. |
| **Describe early career opportunities (i.e. work-based learning experiences and industry-mentored projects):** |
| **List industry-recognized certifications and/or licenses, as appropriate (include the partner organization and credential):** |
| **Describe early college credit options (i.e. advanced placement, dual enrollment, transcripted and/or articulated credit, credit by exam, pre-apprenticeship, other) and options for two- and four-year degree and/or certification program alignment (attach articulation/dual enrollment agreement). The partner organization and hours of credit earned should be included, as applicable:**  Negotiations are currently underway for dual enrollment courses with Delaware State University.  Delaware students who successfully complete ALL THREE COURSES in the program of study and have demonstrated college readiness in math and ELA will received advanced standing at:  Delaware State University  University of Delaware |
| **List technical skill attainment measures for the program of study (i.e. industry recognized certification or license, advanced placement, dual enrollment, transcripted and/or articulated credit, dual enrollment, credit by exam):**  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Advanced standing (specify):  Other (specify): |

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| POS OVERVIEW, COURSE DESCRIPTIONS, END-OF-COURSE, AND PROGRAM ASSESSMENTS |
| Provide a CTE program of study overview that broadly describes the program and student expectations. Identify end-of-program assessment(s) and opportunities for students to participate in early college and early career experiences. List each course title in the CTE program of study. Provide an overview of each course and define what students should know and be able to demonstrate upon completion of each level. Identify appropriate end-of-course assessment(s). |
| **CTE Program of Study Overview:**  The Fashion and Apparel program of study is a three (3) course Career and Technical Education (CTE) program. Students learn construction skills for application to fashion including color, proportion and fit. Science principles are used to help students understand fibers to better determine appropriate application. Fashion business including the economic impact of the industry as well as marketing and management are studied along with employability skills like leadership, accountability, teamwork, and responsibility. This program prepares students for careers such as store manager, fashion designer, assistant buyer, visual merchandiser.  This CTE program consists of three (3) courses: Fashion & Fabric, Fashion Design, and Fashion Management.   * **Fashion & Fabric**   Introduction to Fashion and Fabrics provides an overview of fashion related career opportunities and basic construction and reconstruction skills. Students will analyze fabrics to understand application and performance. The business of fashion and its global impact will be introduced.   * **Fashion Design**   Fashion Design expands on prior construction skills while presenting design principles, including proportion and color. Students will evaluate the impact of history on fashion as well as societal issues related to fashion. Technology used in fashion design and pattern making will be introduced.   * **Fashion Management**   Fashion Management offers students in-depth knowledge of the fashion industry, with an  entrepreneurial and business focus. Utilizing advanced construction and design skills students  develop a collection strategy. Students apply research methods for marketing and to reduce  the negative impacts of fashion. |
| **End-of-Program Assessment(s):**  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): |
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| **Course title:**  Fashion & Fabric |
| **Course description (include prerequisites):**  Introduction to Fashion and Fabrics provides an overview of fashion related career opportunities and basic construction and reconstruction skills. Students will analyze fabrics to understand application and performance. The business of fashion and its global impact will be introduced. |
| **Course knowledge and skills (what students will know and be able to do):**  1. Evaluate the roles and functions of individuals engaged in textiles, fashion, and apparel careers and summarize the education and training requirements to evaluate an individual skill set and understand opportunity within the industry.  2. Analyze opportunities for employment and entrepreneurial endeavors within the industry and assess its economic impact at the local, national, and global levels.  3. Identify and explain terminology commonly used in the textile, fashion and apparel fields.  4. Gather, analyze, and interpret data on chemical and physical properties of elements such as density, melting point, boiling point, and conductivity of fibers to understand application of performance characteristics.  5. Demonstrate skills in constructing, altering, repairing, redesigning, and reconstructing goods to create apparel. These skills include mastery of the sewing machine, hand stitches, pressing, skills and seam finishes.  6. Explain production processes for creating fibers, yarns, woven and knit fabrics, and non-woven textile products to determine best use of the fiber.  7. Analyze the effects of textiles, fashion, and apparel industries on local, state, national, and global economies. | |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): | |
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| **Course title:**  Fashion Design | |
| **Course description (include prerequisites):**  Fashion Design expands on prior construction skills while presenting design principles, including proportion and color. Students will evaluate the impact of history on fashion as well as societal issues related to fashion. Technology used in fashion design and pattern making will be introduced. | |
| **Course knowledge and skills (what students will know and be able to do):**  1. Evaluate quality of textiles, fashion, apparel construction and fit to determine marketability of a garment.  2. Assess current practice for care and disposal of recycling of textile products, considering diverse needs locally, as well as nationally and globally, to reduce waste and increase sustainability of fashion.  3. Analyze textile legislation, standards, and labeling to determine impact on the local, national, and global economies.  4. Apply color schemes from basic to complex, in order to enhance the visual effects of the final product.  5. Demonstrate design concepts with fabric and technology using draping and/or flat pattern making techniques for advanced construction techniques.  6. Utilize elements and principles of design in designing, constructing, altering textiles, fashion, and apparel to ensure an aesthetically pleasing outcome.  7. Generate designs that takes into consideration ecological, environmental, sociological, psychological, technical, and/or economic trends and issues for problem-based design.  8. Evaluate the impact of history of design and designers, arts and culture, and trend setters on textiles, fashion, and apparel.  9. Use design software to experiment with design technology and its application to the industry. | |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): | |
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| **Course title:**  Fashion Management | |
| **Course description (include prerequisites):**  Fashion Management and Design helps students gain in-depth knowledge of the fashion industry, with an entrepreneurial and business focus. Utilizing advanced construction and design skills students develop a collection strategy. Apply research methods for marketing and to reduce negative impacts of fashion. | |
| **Course knowledge and skills (what students will know and be able to do):**  1. Distinguish between marketing and merchandising to understand how each impacts the fashion industry.  2. Analyze ethical consideration for merchandising apparel and textile products to evaluate impact and reduce negative consequences.  3. Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.  4. Utilize advanced design concepts using, fabric or digital means, employing draping and/or flat pattern making techniques.  5. Generate spreadsheets for fashion management.  6. Analyze current technology, trends, and innovations that facilitate design and production of textiles, fashion, and apparel.  7. Demonstrate advanced ability to use technology for fashion, apparel and textile design.  8. Apply research methods, including forecasting techniques, for marketing apparel and textile products.  9. Create a fashion collection demonstrating advanced design and construction techniques.  10. Use retail math to evaluate inventory purchasing plans, analyze sales figures, add-on markup, and apply markdown pricing to plan stock levels in order to track merchandise, measure sales performance, determine profitability, and create pricing strategies. | |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): | |

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| PROGRAM OF STUDY CURRICULUM |
| Identify the method of technical and academic curriculum development (adopted, adapted, or developed in accordance with guidance from the program advisory committee). |
| **POS technical and academic curriculum will be:**  Adopted (specify source):  Adapted (specify source):  Developed locally (describe):  Other (specify): |

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| TEACHER CERTIFICATION |
| Provide valid teacher certification(s), candidate experience, pre-requisite and requisite licensure or certification requirement(s) for POS teachers. |
| **POS teacher requirements include:**  Teacher certification(s) (list): Family & Consumer Sciences or degree in Fashion/Art with construction expertise.  Candidate experience (describe):  Pre-requisite professional licensure or certification requirement(s) (list):  Requisite professional licensure or certification requirement(s) (list):  Professional Licensure or Certification Credit Equivalency (list):  Other (describe): |

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| VALUE-ADDED OPPORTUNITIES |
| List extended early career and college credit opportunities available during the student’s senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other. |
| **Opportunities for extended and accelerated learning include:**  Cooperative education (describe):  Structured internship (describe):  Dual enrollment (list):  Advanced Placement (list):  Transition services (describe):  Other (describe): |

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| CAREER AND TECHNICAL STUDENT ORGANIZATIONS |
| Indicate the Career and Technical Student Organization (CTSO) affiliation by checking the appropriate box. |
| BPA  FFA  DECA  HOSA  FCCLA  SkillsUSA  Educators Rising  TSA |

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| PROGRAM OF STUDY MATRIX |
| Complete the program of study matrix to demonstrate the alignment of academic and technical courses, culminating early career and/or early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit (courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix), the post-secondary program sequence, and potential career options. *Attach the Program of Study Matrix*. |
| Access the [Program of Study Matrix](http://www.doe.k12.de.us/domain/384). |

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| DEPARTMENT OF EDUCATION PROGRAM OF STUDY APPROVAL | | |
| The following section will be completed by staff from the Delaware Department of Education, CTE & STEM Office and reported to the LEA as part of the CTE program of study approval process. | | |
| **Date Delaware CTE Program of Study Application Received:** | | |
| **Local Education Agency (LEA):**    **School(s):** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster & Code:**  [*Arts, Audio/Video Technology & Communications*](https://www.edeps.org/SelectCClusterUA.aspx?st=NY) | **Career Pathway & Code:**  Visual Arts / 3.03 | **Program of Study Title & Code:**  Fashion & Apparel / 3.03605 |
| **CTE Program of Study Course Titles, Course Codes, and Funding Levels:**  1. Introduction to Fashion & Fabric / 3.03605011  2. Fashion Design / 3.03605022  3. Fashion Management & Design / 3.03605033 | | |
| **CTE Concentrator/Completer Course Titles:**  Concentrator Course: Fashion Design / 3.03605022  Completer Course: Fashion Management & Design / 3.03605033 | | |
| **CTE Program of Study Request:**  State-model CTE Program of Study  Local CTE Program of Study | | |
| **CTE Program of Study Attachments:**  Labor Market Information (LMI) Review;  Articulation/Dual Enrollment Agreement(s); and  Program of Study Matrix. | | |
| DDOE CTE & STEM Director Signature: Date: | | |
| DDOE Chief Academic Officer Signature: Date: | | |