

Local Application Program Information by TOP Code (& Final Report)

2014-2015

District/College: Rancho Santiago Community College District/Santa Ana College **Agreement No.:** XX-C01-XX

Program Title: Fashion Design & Merchandising **TOP Code:** 1303.10

Title of Proposed Project/Activity		Fashion Department Learning Resource Improvement Project	
Department/Division		FASHION DESIGN & MERCH/HUMAN SERVICES & TECHNOLOGY	
Project Director		Kyla Benson	
Project Director's Phone #	714-564-6842	Email	Benson_kyla@sac.edu
Division Dean	Bart Hoffman		
Dean's Phone #	714-564-6800	Email	Hoffman_bart@sac.edu
TOP Code	1303.10	TOP Code Title	Fashion Design

Funding Rationale

Based upon a review of the Core Indicators Report for your program, which of the following core indicators will be addressed in this plan?

- 1P1 – Technical Skill Attainment – Successful course completion
- 2P1 – Credential, Certificate or Degree – Student program completion
- 3P1 – Student Persistence or Transfer – Higher Education
- 4P1 – Student Placement – Employment
- 5P1 – Nontraditional Participation – DISTRICT PRIORITY
- 5P2 – Nontraditional Completion – DISTRICT PRIORITY

Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text)

The purpose of the Fashion Department Learning Resource Improvement Project of 2014 is to update the student learning lab with current necessary industry tools needed for success in the apparel industry. The requested tools will foster student learning for a number of courses needed for student program completion.

The Santa Ana Fashion Design & Merch program trains 84% female and 92% minority students for jobs in the local fashion manufacturing industry. California is the number one fashion state in the US by numbers of companies and jobs. Orange County is the casual/sports center for US manufacturers. Our students get jobs within these local manufacturing companies and require entry level employees to have a concrete knowledge and understanding of industry level computer software and research skills. Students are also expected to achieve an in-depth knowledge of garment construction and textile construction.

A subscription to WGSN, Fashion Industry Trend Forecasting software, will compliment all FDM classes. WGSN and Style Site offer access to industry research libraries, industry news sources, industry trend services, and industry graphics and illustration resources. Other colleges already subscribing to this service include the Fashion Institute of Fashion Design and Merchandising (FIDM) and Columbia College of Chicago among others. The unlimited student access of WGSN will propel the resources of the fashion program exponentially allowing for a dramatic increase in student success in the form of tangible portfolios and student knowledge.

It is also more important than ever for students to leave the SAC fashion program with a concrete understanding of garment and textile construction. By providing classroom learning tools of looms, embroidery machines, and spindles, students will be able to construct for themselves the basic foundation of garments and textiles.

To further improve the outreach of the SAC FDM program, the department has offered a yearly fashion show. Students acquire real world knowledge about promotion and coordination by participating in the planning of the show. Class materials needed to further propel the success of the show's outreach include show materials such as stanchions and a red carpet.

By updating the SAC FDM department learning lab with the materials outlined in the Fashion Department Learning Resource Improvement Project of 2014, student learning will be fostered by giving them the up to date current skills needed to succeed in a fast changing industry or to transfer to a four year university.

What is your projected completion date?	June 2015
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Briefly describe how the issue(s) will be addressed. *(Limited to 2,000 characters, or approximately ½ page of text)*

Five Year unlimited user for WGSN & Stylesite subscription: \$37,500
 Brother Computerized Embroidery Machine: \$400
 Schacht Table Loom and Stand: \$1,500
 Classroom set of Spindles (20 sets total): \$400
 Materials for Fashion Show Outreach: \$500
 Grand Total of FASHION DEPARTMENT LEARNING RESOURCE IMPROVEMENT PROJECT OF 2014:
 \$40,300.

Final Report summary *(this yellow shaded sections are for Final Report)*

1. Was the program improvement issue(s) addressed and/or planned objectives met? *(Narratives limited to 1000 characters)*
 If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.
 If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3.
 Select Yes No Partially *(Complete the following narrative section(s) as appropriate.)*

2. Describe any barriers encountered and lessons learned – Required if the response to Question 1 is **No** or **Partially**.
(Narratives limited to 1000 characters, or approximately one quarter page of text).

3. Describe accomplishments including effective practices derived from the project
(Narratives limited to 1000 characters, or approximately one quarter page of text).

Final Report of Expenditures: \$ _____ (Resource Development will have this amount for Final report)			
Professional Dev. (Including stipends)		Instructional Materials Purchase/Replacement (Include software)	
Instructional Equipment Purchase/Replacement		Programs/Services for Special Populations	
Facility rental/lease (off-campus location)		Consultant or Other Contracted Services	
Curriculum Development		Other (specify)	
Program Marketing & Outreach			

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

Indicate with a check mark which requirements have been met, below.

Requirements for Uses of Funds	MET	UNMET	For Final Report if the UNMET activity is now met
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	X		
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	X		
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	X		
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	X		
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	X		
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	X		
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	X		
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	X		
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	X		

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"
 Describe specific activity(ies) intended to address for each of the unmet requirement(s). (Limited to 2,000 characters, or approximately 1/2 page of text.)

FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"
 Describe specific future activity(ies) intended to address for each remaining unmet requirement(s). (Limited to 4,000 characters)

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10. Permissive Uses Per Section 135(c) (check activities to be funded with CTE funds)	
	1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
	2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
	3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
	4. Provide programs for special populations. [§135(c)(4)]
	5. Assisting career and technical student organizations. [§135(c)(5)]
	6. Mentoring and support services. [§135(c)(6)]
X	7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
	8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
	9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
	10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
	11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
	12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
	13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
	14. Providing support for family and consumer sciences programs. [§135(c)(14)]
	15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
	16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
	17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
	18. Providing support for training programs in automotive technologies. [§135(c)(18)]
	19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
	20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.

Check all types of activities to be funded with CTE Funds:

	Professional Dev. (including stipends)	X	Instructional Materials Purchase/Replacement (including software)
X	Instructional Equipment Purchase/Replacement		Programs/Services for Special Populations
	Facility rental/lease (off-campus location)		Consultants or Other Contracted Services
	Curriculum Development		Other (specify)self evaluation for improvement of the program
X	Program Marketing and Outreach		

Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:

X	Entirely with Perkins Funds
	Entirely with Other Funding Sources
	Using Both Perkins and Other Funding Sources

PROVIDE DETAILED BUDGET

Department Code: 15714

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
1000 – Faculty salaries			
2000 – Classified salaries (Instructional Assistant)			
3000 – Benefits (based on 2013/14 benefits) Part-time faculty & beyond contract (13.15%) P/T short-term classified (6.2% of wages) P/T ongoing classified (22.542%) Full-time classified (22.542% of wages + health & life insurance (maximum \$22,374.12) & fringe ben.\$1,486.36)			
4000 – Supplies & Materials Reference Books; instructional Supplies; Supplies Technology – no promotional materials/favors			
5000 – Other Operating Expenses & Services Conference, consultants, contracts, printing, software license & fees, maintenance contract			
6000 – Capital Outlay Equipment, software over \$1,000 (no furniture)	\$40,300		\$40,300.00
Total Funding Requested	\$40,300		\$40,300.00

Note: Final Report of expenditures will be reported according to the following categories:

- a. Curriculum Development/Instruction
- b. Professional Development
- c. Counseling/Direct Services to Students
- d. Other: You must provide a description of programs/services funded
- e. Administration (not to exceed 5% - reserved for DO)

PLEASE NOTE CARL PERKINS IV FUNDS MAY ONLY SERVE CAREER-TECHNICAL STUDENTS

Budget Questions/Clarifications:

Five Year unlimited user for WGSN & Stylesite subscription: \$37,500

Brother Computerized Embroidery Machine: \$400


Schacht Table Loom and Stand: \$1,500

Classroom set of Spindles (20 sets total): \$400

Materials for Fashion Show Outreach: \$500

Grand Total of FASHION DEPARTMENT LEARNING RESOURCE IMPROVEMENT PROJECT OF 2014: \$40,300.

Acceptance of requested funds entails a responsibility for developing a project plan and final report. All 9 mandated activities must be achieved. Each department must submit a copy of their Advisory Committee Minutes to the Career Education & Workforce Development Office.


 Project Director


 Division Dean

Date: 3.10.2014

Date: 3/19/14

Section II Part B
Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)
Program Information by TOP Code

College/District: Santa Ana College / RSCCD

Agreement #: XX-C01-042

Retain in District Audit Files

Program Title: Fashion Design

TOP CODE(s): 1303.10

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
		Enter applicable number in appropriate column below.		
Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl B. Perkins Career and Technical Education Act of 2006 (Perkins). Check the corresponding Section II Part A form for the Met/Unmet "Requirements for Use of Funds." Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.	Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A. 1. Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs. 2. For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.). 3. If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2). PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!	Core Indicator addressed by the activity listed. 1 = Tech. Skill Attainment 2 = Credential/Certificate/ Degree Transfer 3 = Student Persistence or Placement 4 = Student Participation 5 = Nontrad. Participation 6 = Nontrad. Completion	Designate source of funds to be used by assigning a number as shown below: 1 = Perkins IC 2 = Other funds 3 = Both 4 = No funds needed	Status of Activity: 1 = Planned 2 = Started 3 = Continuing 4 = Completed
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
1. Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.	1.1 Academic and career students skill will be strengthened with the implementation of WGSN's research capabilities to be applied in all FDM classes. Outcome by the end of the fiscal year (final report)	1,2,3,4,5,6	1	3
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A).	2.1. The FDM program at Santa Ana College has relationships with the ROP fashion program offered at local secondary schools. The department fashion show is an outreach program to include students to take part in the show or by attending the show. New fashion show equipment will support this outreach program.	1,2,3,4,5,6	1	3
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	3.1. All materials requested leave a strong foundation in providing actual experience with industry required tools which lead to work-based learning experiences in planning and promoting events, experience with various software programs, and actual building of one's portfolio needed to attain jobs in the apparel industry.	1,2,3,4,5,6	1	3

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Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.	4.1. WGSN will improve and expand the use of technology in the FDM program. Students will learn how to navigate through WGSN's software, but will also get more exposure to Adobe Illustrator and photoshop through the graphic resources provided by WGSN. The expanded software knowledge will allow for more opportunities in student internships with local companies.	1,2,3,4,5,6	1	3
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.	5.1. WGSN offers software training to CTE faculty members.	1,2,3,4,5,6	1	3
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.	6.1. The implementation of the requested materials will further develop student portfolios that can be used to evaluate the FDM program.	1,2,3,4,5,6	1	3

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TOP CODE(s): 1303.10
 Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	7.1. Unlimited student access to WGSN will modernize and improve the quality of the SAC FDM program and give it a leading edge from other local institutions.	1,2,3,4,5,6	1	3
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	8.1. WGSN will provide trend forecasting services, illustration software access, and various other portfolio building tools to effectively improve the quality of student portfolios. 8.2. The construction materials will significantly improve student understanding of garment and textile construction.	1,2,3,4,5,6	1	3
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.	9.1. The Santa Ana Fashion Design & Merch program trains 84% female and 92% minority students for jobs in the local fashion manufacturing industry. WGSN will support various classes needed to obtain a certificate or degree.	1,2,3,4,5,6	1	3

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Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
10. Funds may be used to:				
(1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.				
(2) Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.				
(3) Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.				
(4) Provide programs for special populations.				
(5) Assisting career and technical student organizations.				
(6) For mentoring and support services;				
(7) Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.	The purchase of software license and lab equipment is needed to support the career technical programs in Fashion Design and Apparel Technology. Current relevant skill learning produces job ready students.	1,2,3,4,5,6	1	3
(8) Teacher preparation programs that address the integration of academic				

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Program Title: Fashion Design

TOP CODE(s): 1303.10
 Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.				
(9) Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.				
(10) Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.				
(11) Providing activities to support entrepreneurship education and training.				
(12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.				
(13) Developing and supporting small, personalized career-themed learning communities.				
(14) Providing support for family and				

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 Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.				
(16) Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.				
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.				
(18) Providing support for training programs in automotive technologies.				
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.				