Information Sheet for other Funding Sources to avoid supplanting
Grant funds are meant to supplement, not supplant

Lottery funds
There is no application process as Lottery would like to keep the requests open and flexible.

Chairs can email Sasha King directly with a copy to Alex Becket simply stating their funding request. As long as the request is for:

> Academic/instructional materials and technology to support online and/or on ground classroom instruction with a direct benefit to students' academic success and cognitive learning in the online or on ground classroom.

> Faculty need to provide a brief explanation (two to three sentences) on how their request/s support academic success of students in the online and/or on ground classroom.

[Associated Students](#)
Here are a few examples of what A.S. can fund:
- Guest speakers
- Graduation stoles for students
- Funds for food/refreshments for students/student events
- T-shirts or other SMC swag for students
- Payments to vendors for services for students

Criteria
- No salaries or wages to any students or employees of Santa Monica College will be funded.
- No prizes or giveaways with transferrable value.
- The A.S. Board of Directors will not fund proposals retroactively nor reimburse any expenses incurred prior to Board Approval.
- Proposals should be submitted by Wednesdays at 2pm (Weekly, rolling basis).
- Proposals need to be reviewed (and approved) by the A.S. Finance Committee (Wednesdays @ 11am) and the A.S. Board of Directors (Mondays @ 3pm).
- All proposals must abide by the A.S. Fiscal Policy. Please review this for complete criteria and requirements.

How?
Submit a Funding Proposal using the links below!
> **Purchase Proposal**: A Proposal to purchase equipment or materials, not tied to a specific event.
> **Event Proposal**. A proposal to fund an SMC event or activity (virtual at this time) that has a time and date.
> More information on AS Funding Proposals, including timelines click here.

Associates

Submissions are generally due in October and in April. You will see a Bulletin asking for submissions. It takes a Professor to back/market the lecture and it has to be geared towards our students and it should Enrich, Inspire & Engage them. Generally, most speakers are paid a stipend of $250.

Chairs of Excellence

The Chairs of Excellence are grants awarded to exceptional faculty members striving for innovative avenues to advance the opportunities of our students in this global environment with an equity-centric lens at the forefront of their proposal.

The Chairs of Excellence have been established for specific academic disciplines by the generous donations of individuals and corporations. Each chair is established with an endowment of $100,000 or more, and maintained as separate fund within the permanently restricted portfolio of The Santa Monica College Foundation.

Each applicant is required to submit a proposal for the three-year project. The $15,000 is awarded over the three-year period at $5,000 per academic year.

- Only full-time faculty in the Chair's designated discipline may apply.
- Proposals must be approved by their department chair.

The Selection Committee reviews the proposals with the following priorities in mind:
- Professional development of the faculty member can be included as part of the stated goal as long as it pertains directly to a positive impact on student outcomes.
- Proposals must clearly state how the funds will be used to meet the stated goals.
- Selection Committee will meet in April. Decisions will be rendered and formally announced immediately following.

Before submitting a proposal, please check with the following resources.

☐ Lottery
☐ Associated Students
☐ Associates
☐ Foundation
        Chairs of Excellence
        Special Program Funding

Please submit the following:
☐ Grant Proposal
☐ Signed Core Indicator Report
☐ Budget
☐ Quotes
        Please do not submit links to items. If you cannot obtain a quote, take a screen shot of the item(s) and copy/paste onto a Word document.
        For computer/hardware items – quotes must be obtained from IThelp@smc.edu.

The items listed in the budget should be described in the proposal. The reader should be able to look at the budget and know what the items are for after reading the proposal.

Perkins V – The Strengthening Career and Technical Education for the 21st Century Act was signed into law in 2018 with significant changes. The new Act requires that funds be used to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in Career and Technical Education (CTE) programs and programs of study.

Changes in the Use and Administration of Perkins Funds

- **Accountability (Meeting Performance Indicators)** - projects must focus on Core Indicators for their TOP code and improving student success (attainment of 2.0 or better), completions (degree, certificate or transfer-ready status), employment (placement/retention in jobs), gender-equity,

- **Connections Between Secondary and Postsecondary Education** – course sequences from high school through college must be established for each CTE program that receives funds

- **Links to Business and Industry** – A much stronger theme within the 2006 Act is increased coordination with business and industry. Additional focus is also placed on high-demand occupations, in addition to those that are high skill and high wage.

- **Special Populations** – A greater emphasis has been placed on special populations by placing the provision of activities to prepare special populations for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency into the required use of funds. We have two name changes and three new populations:

     Individuals with Disabilities
     Economically Disadvantaged
     Non-traditional Fields
     Single Parents (*Including single pregnant woman*)
     Out of Workforce Individuals (*Used to be Called Displaced Homemaker*)
     English Learners (*Used to be Called Limited English Proficient*)
     Homeless Youth (*New*)
     Youths who are in or have aged out of the foster care system (*New*)
     Youth with parents in the armed forces and on active duty (*New*)

<p style="text-align:center"><strong style="color:red">Please submit one application per TOP code</p>

Total Funding Perkins Requested: $**29,251.35**	Date:**2/8/2024**
Program/Discipline Name: **Applied Photography**	
Program TOP Code: **1012**	
Department: **Photo/Fashion**	
Department Chair: **Josh Sanseri**	Email: **nelson_hannah@smc.edu**
Submitted by: **Hannah Nelson**	

Check all activity categories to be funded with Perkins V:

☐ **Career Exploration and Development.** Provide career exploration and career development activities through an organized, systematic framework;

☐ **Professional Development.** Provide professional development for a wide variety of CTE professionals;

☒ **Skill Development.** Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

☒ **Skill and Program Integration.** Support integration of academic skills into CTE programs;

☒ **Implement Achievement Programs.** Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement

☐ **Develop and Implement Evaluations.** Develop and implement evaluations of the activities funded by Perkins;

Part I: Review the core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator Report.

12 of the 40 are at or above the District negotiated level(s);
5 of the 40 are below the District negotiated level(s);
23 of the 40 are listed as (N/R or N/A)
The 3 numbers in the gray boxes should add up to 40

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box.

☐ The program is new
☐ The program is offered in noncredit only
☐ The program is small and SAM C courses are not offered every year
☐ The program recently had a TOP Code change *
☐ The courses and/or the certificate were miscoded *
☐ Miscoded programs were corrected, but we are still waiting for reports to be updated
☐ The program is interdisciplinary [core courses are outside the TOP code of program or will only have completers (certificates and degrees)]

NOTE: * CODING ERRORS SHOULD BE CORRECTED NEXT YEAR

Reminder: The College must retain in audit files a paper copy of Section I Part F titled "College Core Indicator Information by TOP" signed by the Department Chair (or authorized Designee) for each funded TOP Code.

In columns 2 insert the State Negotiated rate for the year you are requesting funds – 2024-25. In column 3 insert the District (Local) Negotiated rate for the year you are requesting funds – 2024-25.

If the Core Indicator Reports for 2024-25 are not available, please use Core Indicator reports from 2023-2024.

Please remember there is a two-year lag in the data.

For example – if you're looking at the Core Indicate data for FY 2022-23, the data reflects cohort information from FY 2020-21.

https://misweb.cccco.edu/perkinsV/Core_Indicator_Reports/Forms_All.aspx

or SMC pre-downloaded by 4 digit TOP

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator	2024-2025 State Negotiated Level	2024-2025 Local Negotiated Level	2022-2023 Fiscal Year Planning College Performance	2023-2024 Fiscal Year Planning College Performance	2024-2025 Fiscal Year Planning College Performance
Unduplicated Count (CTE Headcount)			1112	1025	1025
Number of Concentrators			248	233	233
Core Indicator 1: Postsecondary Retention & Placement	91.75	91.75	92.19	94.72	94.72
Core Indicator 2: Earned Postsecondary Credential	89	89	65.43	71.62	71.62
Core Indicator 3: Non-traditional Program Enrollment	26	26	46.98	46.21	46.21
Core Indicator 4: Employment	73.23	73.23	56.67	68.52	68.52

Please provide a narrative explaining how your Perkins Funded Project in 2024-2025 will improve your Core Indicator Data.

Core indicator 1 (Postsecondary Retention & Placement):
Is this indicator above or below the state negotiated level? ☒ Above ☐ Below

If this indicator is below, please state why:

If this indicator is below, please state how you plan to improve it:

Core Indicator 2 (Earned Postsecondary Credential):
Is this indicator above or below the state negotiated level? ☐ Above ☒ Below

If this indicator is below, please state why:

This indicator was greatly impacted by the COVID-19 pandemic during the academic year from which this data was collected. At the time, many students were waiting to take classes until they resumed on-ground, and many had to prioritize temporary employment over education during that time. Our industry is one that requires in-person presence for work, interaction with groups of people, and often working with models who must not wear masks. Many students were therefore waiting to finish their credentials in this field and enter the workforce until the public health crisis improved.

Additionally, even under normal circumstances since a degree, certificate, or license is not required for employment in this field, many students obtain the skills they think they need to succeed and then cease their education in favor of immdediate employment. We find many students will leave the program after completing 18-20 units. Upon learning the skills necessary they become digital technicians, retouchers, photography assistants, event photographers, social media photographers, and small business owners. According to O*Net, only 14% of surveyed workers in Photoraphy posess a post-secondary certificate while 27% have completed some college without a degree or certificate.

Source:
"27-4021.00 - Photographers." O*NET OnLine, https://www.onetonline.org/link/summary/27-4021.00#Education.

If this indicator is below, please state how you plan to improve it:

We have four new certificates with lower credit requirements that focus on employment and employable skills, and students have shown immediate interest in pursuing them. We developed Analog Photography, Photography Assistant, Photography Retoucher, Digital Technician, and Video for Photographer certificates with guidance from our Advisory Committees. We believe that these will improve Core Indicators 2 & 4 and motivate students to continue in their education. These are the first lower-credit certificates to be made available in our program, and we believe that students will

benefit greatly by having the option to complete credentials in a shorter period which are designed to train them for a more specific career path within the indusry.

One continuing setback we have noticed is that upon pressure of the school we have still offered as many online courses as possible after return on-ground. However, we have consistently found that students are not well equipped to succeed in this modality, especially for coursework that is by nature hands-on. As our enrollments have increased, we've seen success and retention rates decrease in the online sections only. Success and retention rates are high in our on-ground sections. We have therefore pivoted to offering as many on-ground sections as the school will permit, although the school continues to severely limit our ability to do this and has disregarded our consistent communication that this is detrimental to student success and their ability to earn post-secondary credentials.

While we have not been able to add as many in-demand sections and new courses as desired due to severe budget cutting measures by the school which have slashed our WTE and prevented us from offering some of our most popular courses, we are hopeful that the institution will ease up on this detrimental "efficiency" scheduling model and begin permitting us to offer the courses that our students need to earn their certificates in the upcoming years.

Core Indicator 3 (Non-traditional Program Enrollment. Currently Non-Traditional is based on gender):
Is this indicator above or below the state negotiated level? ☒ Above ☐ Below

If this indicator is below, please state why:

If this indicator is below, please state how you plan to improve it:

Core Indicator 4 (Employment):
Is this indicator above or below the state negotiated level? ☐ Above ☒ Below

If this indicator is below, please state why:

This indicator is also impacted by the COVID-19 pandemic during the year that this data was collected. As previously mentioned, many students were waiting to complete our program until classes resumed on-ground, and many had to prioritize temporary employment over long-term career goals in photography. Also, working in photography requires in-person presence and working closely in groups, and for many requires working with models who must be maskless. Many students were postponing working in this industry until the public health crisis improved. Most photography jobs are also on a freelance basis, and even and in the first year after the pandemic we were still seeing recent graduates prioritize lower-wage positions with health benefits due to continued uncertainty and instability on the heels of the pandemic. This pattern has started to wane, however, and students are once again taking interest in freelancing in photography.

However, since most photographers are self-employed they are therefore are not included in the data for this indicator. We have a large number of students from our program who have gone on to have lucrative and successful careers in photography, but their data is not included in this indicator as they are self-employed. According to the Bureau of Labor Statistics, Photography has one of the highest concentrations of self-employment among all occupations, and predict that the concentration of self-employment in this industry will continue to increase (Torpey & Roberts). Photographers are, primarily, entrepreneurs starting their own businesses and working directly with clients on a freelance basis. We therefore predict this core indicator to remain below the negotioated level in perpetuaty, unless self-employment becomes included in the measurement of this indicator.

Despite ongoing low levels for this indicator, the job prospects for our students entering the industry are in fact extremely high and our students are experiencing great career success. O*Net lists Photography as having a high outlook, and indicates that Los Angeles has some of the highest wages for photographers in the country and state (California Wages). Based on 2020-2030 BLS employment projections, O*Net also lists Photography as having a much higher projected growth as compared to other occupations (27-4021.00 - Photographers).

Sources:

"27-4021.00 - Photographers." O*NET OnLine, Bureau of Labor Statistics, https://www.onetonline.org/link/summary/27-4021.00#WagesEmployment.

"California Wages: 27-4021.00 - Photographers." O*NET OnLine, Bureau of Labor Statistics, https://www.onetonline.org/link/localwages/27-4021.00?st=CA&g=Go.

Torpey, Elka, and Brian Roberts. "Small-Business Options: Occupational Outlook for Self-Employed Workers : Career Outlook." U.S. Bureau of Labor Statistics, U.S. Bureau of Labor Statistics, May 2018, https://www.bls.gov/careeroutlook/2018/article/self-employment.htm.

If this indicator is below, please state how you plan to improve it:

We are incorporating more career exploration in our introductory classes than in the past, in order to bring essential career information to students who may not complete the AS degree or or longer certificate program. Students now learn about various career paths in photography, educational requirements, salary expectations, and perspectives from professionals in the industry, beginning in Photo 1 - our most introductory course. We believe that this, along with the motivation provided by the new lower-credit certificates, will provide students with more and motivation and guidance in pursuing a successful career in photography. Our two most introductory courses, Photo 1 and Photo 5, also now train students in industry-standard software that we previously reserved for intermediate and advanced courses. This is allowing us to train students more thoroughly for the workplace, giving them more time to practice the essential skills they will need on the job with less coursework overall.

We are also working on marketing our career-focused program within the SMC community through outreach to academic counselors, and signage on campus. The vinyl printer/cutter requested as part of this application will be used to increase informational signage that promotes our certificate programs, career options, and suggested academic and career paths.

However, while we expect employability of our students to continually increase as a result of these efforts, we do not expect this to be reflected in the core indicator data since the primary goal for photography students is to be self-employed.

Program Completers: Information Requested below can be obtained from the California Community Colleges "Data Mart and Report" Web-site.

http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Term	Total Enrollments	Retained	Percent Retained	No. of Noncredit Certificates Awarded	No. of Bachelor Degrees Awarded	No. of AA/AS Degrees Awarded	No. Of Certificates Awarded (18units and above)	No. of Department Certificates Awarded (fewer than 18 units)
2020 - 21	1631	1459	89.45	0	0	18	15	0
2021 - 22	1340	1200	89.55	0	0	11	20	0
2022 – 23	1766	1453	82.27	0	0	11	21	0

ADVISORY COMMITTEE
1. What are the major issues or trends that have been raised by your Industry Advisory Committee over the last several meetings? Our advisory committees have consistently expressed the importance of training students more thoroughly in Capture One software, in order to ensure the highest earning potential for graduates. They have strongly advocated for the inclusion of basic video skills in our program, while maintaining a still-image-based approach. We received mixed guidance on the use of mirrorless camera systems, but most agreed that the industry is moving towards the use of this technology, in particular for video use. In discussing the role of analog photography at this time, it was emphasized that including digitizing skills is essential in ensuring student employability in this area of the industry. Our committees have also indicated that there is a great need for students with adequate professionalism and business skills. They have communicated that new graduates in entry-level positions often fail due to their inability to arrive to jobs on time, deliver work products on time, and

take a proactive approach to completing work tasks independently. They have communicated, and we as educators have observed, that these issues have worsened with the increase of online instruction.

2. How will your Perkins V Project address these issues?
We are requesting three items for the use of digitizing film and prints, in support of our new Analog Certificate. The Canon camera and lens, as well as the Epson scanner, will be used in all analog courses to ensure that students learn to digitize their analog photographs. The digitizing equipment we already have has been used extensively in the past year to great success, and these new items are replacing stolen/broken items that are essential to our new Analog program and need to be replaced. The camera is also a high-end mirrorless camera that can be used within our new Video for Photography certificate, to ensure that students are exposed to this new technology. The lens mount will allow students to combine our large catalog of Canon lenses with the Sony mirrorless camera we have, to expand its potential application. The 150mm lenses requested are being requested to allow more large format film cameras to be provided to students in the upper-level analog courses, such as in our Photo 64 course.

The requested iPad will allow us to teach more Capture One in our studio lighting courses. We obtained one last year and are requesting another, so that multiple groups of students may use the Capture One iOS app while working in the lighting studios. The requested scrim box will help us organize materials in these studios for increased safety and efficiency.

All the requested equipment facilitates on-ground instruction in a hands-on training environment, designed to replicate the workplace and provide students with practice in meeting professional expectations. While we continue to offer online instruction, we are working hard to ensure that students are motivated to pursue on-ground training by providing them with professional grade equipment within the classroom that they may thoroughly practice with.

3. How do your planned activities relate to your program plan or program review?

The requested equipment will all be used to support our new certificate programs that have been implemented in the last year. Our goal is to increase the number of post-secondary credentials awarded and provide students with more guidance in which courses to take for specific career goals within the photography industry. These new programs are also intended to help students enter the workforce in a shorter amount of time and with fewer credits accumulated, which is particularly important for alternative student populations who are not able to be full-time students.

The Canon camera and related accessories requested, along with the scanner, will facilitate the success of our new Analog Photography certificate and ensure those students gain the additional digital skills necessary to support their entry and success in the field. The 150mm lenses will ensure we can continue to provide a low-cost education within the Analog Program as well, as the materials for this field can be prohibitive for low-income students. The iPad will be used to support our Digital Technician and Photo Assistant certificates, so that students learn to use Capture One software in studio settings on both Mac computers and tablets. This is a highly desirable skill in the industry and will ensure the highest possible earning potential for graduates. The scrim box will be used to organize materials for the Photo Assistant certificate, and help students learn the expectations of studio maintenance on the job. The vinyl

printer/cutter will be used to create informational signage marketing these certificate programs and providing guidance on the career options that they lead to.

Local Application Program Information by TOP Code

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

One of our largest obstacles in program improvement is the lack of meaningful marketing for CTE programs, including ours. We have one of the most robust photography programs not just in the district and state but in the country, however very few people even on our own campus know that our program exists. It's not uncommon for students at other institutions or after completing bachelor's and master's degrees elsewhere to "drop in" for one fun intersession or night class and be blown away by our program and decide to stay with us.

Another issue we have had is with the number of instructional hours made available to our program by administration. Some of our seat caps have historically been unreasonably high for the type of courses they are - hands-on, project-based vocational courses that require thorough instructor guidance and oversight. They are not traditional lecture courses, yet are treated as such, often with seat caps beyond what can be reasonably accommodated in any proper training facility such as a lighting studio or darkroom. Since instructional hours are distributed based on the fill rate percentage, not on exact enrollment numbers, our fill rates appear artificially low. Therefore, we are assigned fewer instructional hours each year despite consistently growing enrollment.

This enrollment issue has been worsened further by the recent move towards an "efficiency" scheduling model that has slashed WTE across campus. Administration has prevented us from offering the necessary number of classes each semester. They have also limited our ability to open sufficient on-ground sections, in favor of online sections with higher seat caps and enrollment rates, even though online sections have significantly lower success and retention rates due to the hands-on nature of the material being taught. While demand for our courses continue to rise, we are fielding a disheartening increase in complaints that students are unable to find course sections that meet their scheduling needs and therefore they must drop out of our program to either not to pursue their education or pursue it elsewhere with better scheduling.

Briefly describe how the issue(s) will be addressed. What activities will be conducted? Please describe the items in the budget here if not already described elsewhere.
(Limited to 2,000) characters, or approximately ½ page of text.)

The vinyl printer/cutter requested will be used to market our program to existing students on campus and educate students about the CTE goals of our certificates. The goal is to increase enrollment, retention, and certificates earned.

We have successfully moved our introductory course, Photo 1, into a digital lab this year. This has slightly reduced the seat cap to a more reasonable number although online seat caps are still too high. More importantly, these students are finally able to learn industry-standard software and our curriculum is now fully in line with other programs. We are already seeing increased success of students in intermediate courses after taking the new version of Photo 1, as it is better preparing them for more advanced coursework. We will also continue to advocate for our student's enrollment needs to the administration.

Below are the six §135(b) Requirements for Uses of Funds. Programs receiving these funds shall use such funds to A) develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment (CLNA) and B) support CTE programs that are sufficient size, scope, and quality to be effective and that	*Indicate with a check mark which requirements have been met, below.*	
Requirements for Uses of Funds	**MET**	**UNMET**
1. Provide career exploration and career development activities through an organized, systemic framework designed to aid students, including in middle grades, before enrolling and while participating in a career technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. [§135(b)(1)]	☒	☐
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or para professionals. [§135(b)(2)]	☒	☐
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. [§135(b)(3)]	☒	☐
4. Support integration of academic skills into CTE programs and programs of student to support 1) CTE participants at secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and 2) CTE participants at the postsecondary level in achieving academic skills. [§135(b)(4)]	☒	☐
5. Plan and carry out elements that support the implementation of CTE program and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. [§135(b)(5)]	☒	☐
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B). [§135(b)(6)]	☒	☐

FOR THOSE REQUIREMENTS LISTED ABOVE AS "UNMET"
Describe specific activity(ies) intended to address the unmet requirement(s)
(Limited to 2,000 characters, or approximately ½ page of text.)

Perkins V is very specific about the Permissive uses of funds. Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with Perkins V funds. Permissive Uses Per Section 135(c)

☐ Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs. [§135(c)(1)]
☒ Provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills; [§135(c)(2)]
☐ Local education and business (including small business) partnerships, including for: a) work-related experiences for students, such as internships, cooperatives education, school based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; b)adjunct faculty arrangements for qualified industry professionals; and c) industry experience for teachers and faculty; [§135(c)(3)]
☐ Provide programs for special populations. [§135(c)(4)]
☐ Assist career and technical student organizations. [§135(c)(5)]
☐ Mentor and support services. [§135(c)(6)]
☐ Lease, purchase, upgrade or adapt equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
☐ Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry. [§135(c)(8)]
☐ Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education. [§135(c)(9)]
☐ Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including: articulation agreements between sub-baccalaureate degree granting postsecondary educational institutions; post-secondary dual and concurrent enrollment programs; academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and d) other initiatives to i) encourage the pursuit of a baccalaureate degree; and ii) overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations. [§135(c)(10)]
☒ Provide activities to support entrepreneurship education and training. [§135(c)(11)]
☒ Improve or develop new CTE courses, including the development of new proposed CTE programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree. [§135(c)(12)]
☐ Develop and support small, personalized career-themed learning communities. [§135(c)(13)]

☐	Provide support for family and consumer sciences programs. [§135(c)(14)]
☐	Provide CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
☐	Provide 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)]
☐	Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
☐	Provide support for training programs in automotive technologies. [§135(c)(18)]
☐	Support innovative initiatives, which may include: a) improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; b) establishing, enhancing, or supporting systems for: i) accountability data collection under this Act, or reporting data under this Act; ii) implementing cCTE programs of study described in section 122(c)(1)(A); or iii) implementing technical assessments. [§135(c)(19)]
☐	Support other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

Check One: Activities described in this proposal will be funded

☒ Entirely with Perkins V Funds
☐ Entirely with Other Funding Sources
☐ Using Both Perkins V and Other Funding Sources

The following are NOT allowable expenditures under Perkins V:

1. Entertainment
2. Awards and memorabilia
3. Individual memberships
4. College tuition, fees, books
5. Membership with orgs. that lobby
6. Fines and penalties
7. Insurance/self-insurance
8. Expenses that supplant
9. Audits, except single audit
10. Contributions and donations
11. Contingencies
12. Facilities and furniture *
13. General advertising
14. Alcohol
15. Fund raising
16. General administration
17. Faculty Salaries (for Instruction with the exception of adult or out-of-school youth)

EDGAR

Provisions in the Education Department General Administrative Regulations Part 76 subpart F Sec. 76.533 Acquisition of real property; construction.

No State or subgrantee may use its grant or subgrant for acquisition of real property or for construction unless specifically permitted by the authorizing statute or implementing regulations for the program.

The interpretation of the Chancellor's Office is that construction is not an allowable expenditure.

EDGAR Part 74c Section 74.27 refers us to OMB circular A21 which specifies in J.16(B)(1) and (3)

(1) Capital expenditures for general purpose equipment, buildings, and land are **unallowable** as direct charges, except where approved in advance by the sponsoring agency.

(2) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are **unallowable** as direct charges, except where approved in advance by the sponsoring agency. **Sponsoring agency as used in the OMB circular is the USDE**

Supplanting: Supplanting or supporting staff or equipment that should be supplied by the District (maintaining programs rather than improving or expanding them).
The prohibition against facilities and furniture can also be based on the Supplement/Not Supplant provision found in Section 311 of the Perkins Act. Generally construction of a facility is a local responsibility as is the furnishing of the facility with furniture etc. Therefore, to charge such costs to the Perkins grant would be a supplanting of a local responsibility.

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet and the core indicator report along with your application.** If you need assistance with budget development please contact the Perkins V Program Coordinator for assistance at x4023.

Total amount of Perkins V funding being requested for 2024-2025 $**29,251.35**
9/2024
Submitted by: **Hannah Nelson**   Date: **2/9/2024**

Proposals must be received *electronically* no later than February 9th, 2024**,** 5:00pm to
ramos_patricia @smc.edu and casillas_ruth@smc.edu.

Perkins Budget Breakdown

Fiscal Year 2024-25

- **Please do not** generalize the items. For example - do not put "workshop expense" as this could be anything from flyers, student employees, faculty stipends, food, guest speakers, room rental, etc. You can put a subsection called "workshop expense" and itemize the expenses.

- If items are dependent of each other, they can be grouped into one item. For example - purchasing a desktop computer comes with a computer, monitor, mouse, keyboard. There is no need to separate this out.

- **If you do not have quotes please do not insert links**. Please copy and paste those items onto a Word document and submit the Word document along with this budget form. This form must be filled out.

Description	Quantity	Unit Price	Unit Price w/tax (10.25%)	Total	Type of expense	Level of Priority	Was this item described in the proposal?
For stipends, please include benefit rate at 30%							
10.0-inch iPad Air Wi-Fi 256GB, AppleCare+	1	$853.65	$941.15	$941.15	Equipment	High	Yes
Roland TrueVIS SG3-540 Inkjet Eco-Solvent Printer Cutter with Ink, Installation, Warranty	1	$19,370.83	$21,356.34	$21,356.34	Equipment	Medium	Yes
Matthews Studio Equipment 4 Place Flag/ Scrim Box #179563	1	$618.80	$682.23	$682.23	Equipment	Low	Yes
Sigma 70mm f/2.8 DG Macro Art Lens for Canon EF	1	$519.00	$572.20	$572.20	Equipment	High	Yes
Canon EOS R6 Mark II Mirrorless Camera	1	$2,299.00	$2,534.65	$2,534.65	Equipment	High	Yes
Rodenstock 150mm f/5.6 Sironar-N MC BT Copal 0 (35MT) 4x5 Lens	1	$476.67	$525.53	$525.53	Equipment	Medium	Yes
Fuji 150mm f/5.6 Fujinon-W Copal BT (35MT) 4X5 Lens	1	$345.94	$381.40	$381.40	Equipment	Medium	Yes
Rodenstock 150mm F5.6 Sironar-N Copal 0 Lens	1	$349.95	$385.82	$385.82	Equipment	Medium	Yes
Metabones Canon EF/EF-S Lens to Sony E Mount T Smart Adapter (Fifth Generation)	1	$399.00	$439.90	$439.90	Equipment	Low	Yes
Epson Perfection V850 Pro Scanner	1	$1,299.00	$1,432.15	$1,432.15	Equipment	High	Yes

TOTAL $29,251.35

PATONGROUP
an H2I Group Company

Company Address	430 Industrial Blvd NE Minneapolis, Mn 55413 United States	Created Date	2/9/2024
		Expiration Date	3/10/2024
Quote Number	00006048	Project Id	116088
		Tax Rate	10.250%

Sales Person	Gary Sheriff	Contact Name	Hannah Olivia Newton
Email	gsheriff@patongroup.com	Email	nelson_hannah@smc.edu
		Phone	(310) 434-4740

Bill To	Photography Dept	Ship To Name	Photography Dept
Billing Address		Shipping Address	1900 Pico Boulevard Santa Monica, CA 90405
	,		

Product	Quote Product Name	MSRP	QTY	Disc	Extended
SG3-540	TRUEVIS SG3 54" PRINTER/CUTTER	$15,995.00	1.00	2.00%	$15,675.10
TR2-BK	TrueVIS TR2 Ink, 500cc Pouch, Black	$128.99	1.00		$128.99
TR2-CY	TrueVIS TR2 Ink, 500cc Pouch, Cyan	$128.99	1.00		$128.99
TR2-MG	TrueVIS TR2 Ink, 500cc Pouch, Magenta	$128.99	2.00		$257.98
TR2-YE	TrueVIS TR2 Ink, 500cc Pouch, Yellow	$128.99	1.00		$128.99
TR2-CL2	TrueVIS TR2 Ink, 500cc Pouch, Cleaning	$57.99	2.00		$115.98
USA-C145-5	45?/.25 OFFSET BLADE, 5 EA. - ALL PURPOSE	$71.99	1.00		$71.99
IJ-SWABKIT5-50	Swab Kit, 5 inch Swabs, 50 Pack	$21.99	1.00		$21.99
ESM-MCVP-150-54	Matte Cal Vinyl, Perm Adhesive, 54in x 150ft	$314.99	1.00	100.00%	$0.00
Technical Installation and Operator Training		$1,500.00	1.00	60.00%	$600.00
F-3243 - Roland Freight	Roland Freight	$485.00	1.00		$485.00

Subtotal	$19,149.90
Total Discounts	$1,534.89
Total Price	$17,615.01
Grand Total	$19,370.83

Please submit PO to PatonPO@patongroup.com

Online Payment Portal - H2i Group (unitedtranzactions.com)

Terms of Sale: Net 30 Cash/Check/Credit Card
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A surcharge is not applied to any check, cash, or debit card payments.

To help ensure a more expedient delivery of your parts, please fill out the following information:		
Delivery Contact		
Delivery Contact Phone #:		
Dock:	☐ Yes	☐ No
Truck lift gate needed:	☐ Yes	☐ No
Pallet Jack needed:	☐ Yes	☐ No
Delivery Hours:		
Additional Comments:		

Proposal

Proposal Number

2111544286

Account Number/Name

22409

SANTA MONICA COLLEGE

Created On

01/31/2024

Created By

Mark Engfer

Thank you for creating your proposal, details are provided below. You can access this proposal from your Apple Store for Education Institution by searching proposal number 2111544286.

Comments from Proposer:

Updated quote for iPad & AppleCare+ for Hanna Olivia Nelson, Photography.

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	MM9L3LL/A 10.9-inch iPad Air Wi-Fi 256GB – Space Gray	1	699.00 Recycle Fee	699.00 USD 4.00 USD
2	S7743LL/A 3-Year AppleCare+ for Schools – iPad / iPad Air / iPad mini	1	79.00	79.00 USD
			Subtotal	782.00 USD
			Estimated Tax	71.65 USD
			Total	853.65 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

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Canon EOS R6 Mark II Mirrorless Camera

BH #CAER62 • MFR #5666C002

Canon

Authorized Dealer

In Stock

$2,299.00 ~~Price $2,499.00~~

Instant Savings $200.00

Key Features

- 24.2MP Full-Frame CMOS Sensor
- 4K60 10-Bit Internal Video, C-Log 3
- External 6K ProRes RAW Recording
- Dual Pixel CMOS AF II
- 12 fps Mech. Shutter, 40 fps E. Shutter
- Sensor-Shift 5-Axis Image Stabilization
- 3.69m-Dot OLED EVF
- 3" 1.62m-Dot Vari-Angle Touchscreen LCD
- Dual UHS-II Memory Card Slots
- Multi-Function Shoe, Wi-Fi and Bluetooth

In the Box

Canon EOS R6 Mark II Mirrorless Camera

Canon LP-E6NH Lithium-Ion Battery (7.2V, 2130mAh)

Canon LC-E6 Charger for LP-E6 and LP-EL Battery Packs

Canon R-F-5 Camera Cover

Camera Strap

Shoe Cover

Limited 1-Year Manufacturer Warranty

Canon R6 Mark II Specs

📋 Key Specs

Lens Mount	Canon RF
Sensor Resolution	Actual: 25.6 Megapixel Effective: 24.2 Megapixel (6000 x 4000)
Image Sensor	35.9 x 23.9 mm (Full-Frame) CMOS
Image Stabilization	Sensor-Shift, 5-Axis
ISO Sensitivity Range	100 to 102,400 in Manual, Auto Mode (Extended: 50 to 204,800)
Continuous Shooting	Show More ⌄
Internal Recording Modes	Show More ⌄
External Recording Modes	**Raw via HDMI** 6144 x 4032 up to 59.94 fps
Media/Memory Card Slot	Dual Slot: SD/SDHC/SDXC (UHS-II)
Video I/O	1x Micro-HDMI (Unspecified Signal) Output
Audio I/O	1x 1/8" / 3.5 mm TRS Stereo Microphone Input on Camera Body 1x 1/8" / 3.5 mm TRS Stereo Headphone Output on Camera Body
Power I/O	1x USB-C Input
Other I/O	1x USB-C (USB 3.2 / 3.1 Gen 2) Data/Tether Input/Output (Shared with Power Input) 1x 2.5 mm Sub-Mini Control
Wireless	2.4 / 5 GHz Wi-Fi 5 (802.11ac), Bluetooth 5.0
Display Type	Articulating Touchscreen LCD
Battery Type	1x LP-E6NH Rechargeable Lithium-Ion, 7.2 VDC, 2130 mAh (Approx. 760 Shots)

Imaging

Lens Mount	Canon RF
Sensor Resolution	Actual: 25.6 Megapixel Effective: 24.2 Megapixel (6000 x 4000)
Image Sensor	35.9 x 23.9 mm (Full-Frame) CMOS
Crop Factor	1x
Image Stabilization	Sensor-Shift, 5-Axis
Built-In ND Filter	No
Capture Type	Stills & Video

Exposure Control

Shutter Type	Mechanical Focal Plane Shutter and Electronic Rolling Shutter
Shutter Speed	**Mechanical Shutter** 1/8000 to 30 Seconds **Electronic Shutter** 1/16000 to 30 Seconds
Bulb/Time Mode	Bulb Mode
ISO Sensitivity Range	100 to 102,400 in Manual, Auto Mode (Extended: 50 to 204,800)
Metering Method	Center-Weighted Average, Evaluative, Partial, Spot
Exposure Modes	Aperture Priority, Manual, Program, Shutter Priority
Exposure Compensation	-3 to +3 EV (1/3, 1/2 EV Steps)
Metering Range	-3 to 20 EV
White Balance	**Presets:** Auto, Cloudy, Color Temperature, Custom, Daylight, Flash, Fluorescent (White), Shade, Tungsten
Continuous Shooting	**Mechanical Shutter** Up to 12 fps at 24 MP for up to 1000 Frames (JPEG) / 110 Frames

	(Raw) **Electronic Shutter** Up to 40 fps at 24 MP for up to 190 Frames (JPEG) / 75 Frames (Raw)
Interval Recording	Yes
Self-Timer	2/10-Second Delay

Still Image Capture

Aspect Ratio	1:1, 3:2, 4:3, 16:9
Image File Format	C-RAW, HEIF, JPEG
Bit Depth	14-Bit

Video Capture

Internal Recording Modes	**H.264/H.265/MPEG-4 4:2:2 10-Bit** UHD 4K (3840 x 2160) at 23.98/25/29.97/50/59.94 fps [60 to 340 Mb/s] 1920 x 1080 at 23.98/25/29.97/50/59.94/100/150 fps [12 to 270 Mb/s]
External Recording Modes	**Raw via HDMI** 6144 x 4032 up to 59.94 fps
Gamma Curve	Canon Log 3, HDR-PQ
Recording Limit	No
IP Streaming	Yes
Built-In Microphone Type	Stereo
Audio Recording	LPCM Audio AAC Audio

Interface

Media/Memory Card Slot	Dual Slot: SD/SDHC/SDXC (UHS-II)
Video I/O	1x Micro-HDMI (Unspecified Signal) Output
Audio I/O	1x 1/8" / 3.5 mm TRS Stereo Microphone Input on Camera Body 1x 1/8" / 3.5 mm TRS Stereo Headphone Output on Camera Body
Power I/O	1x USB-C Input
Other I/O	1x USB-C (USB 3.2 / 3.1 Gen 2) Data/Tether Input/Output (Shared with Power Input) 1x 2.5 mm Sub-Mini Control
Wireless	2.4 / 5 GHz Wi-Fi 5 (802.11ac), Bluetooth 5.0
Mobile App Compatible	Yes: Android & iOS App Name: Canon Camera Connect Functionality: Access Stored Files, Adjust Settings, Firmware Update, Remote Control, View Live Feed
Global Positioning (GPS, GLONASS, etc.)	GPS *Via Connected Smartphone*

Monitor

Display Size	3.0"
Resolution	1,620,000 Dot
Display Type	Articulating Touchscreen LCD

Viewfinder

Type	Built-In Electronic (OLED)
Size	0.5"
Resolution	3,690,000 Dot
Eye Point	23 mm

Coverage	100%
Magnification	Approx. 0.76x
Diopter Adjustment	-4 to +2

Focus

Focus Type	Auto and Manual Focus
Focus Mode	Continuous-Servo AF, Manual Focus, Single-Servo AF
Autofocus Points	**Photo, Video** Contrast Detection, Phase Detection: 1053
Autofocus Sensitivity	-6.5 to +21 EV

Flash

Built-In Flash/Light	No
Maximum Sync Speed	1/250 Second
Flash Compensation	-3 to +3 EV (1/3, 1/2 EV Steps)
Dedicated Flash System	eTTL
External Flash Connection	Shoe Mount

General

Battery Type	1x LP-E6NH Rechargeable Lithium-Ion, 7.2 VDC, 2130 mAh (Approx. 760 Shots)
Shoe Mount	1x Intelligent Hot Shoe
Tripod Mounting Thread	1x 1/4"-20 Female (Bottom)
Dimensions (W x H x D)	5.4 x 3.9 x 3.5" / 138.4 x 98.4 x 88.4 mm

| Weight | 1.3 lb / 588 g (Body Only) |

Packaging Info

| Package Weight | 2.765 lb |

| Box Dimensions (LxWxH) | 11.9 x 8.9 x 4.9" |

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Epson Perfection V850 Pro Scanner

BH #EPV850 • MFR #B11B224201

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In Stock

$1,299.00

Key Features

- Scans Prints, Film, and Slides
- Optical Resolution: 6400 dpi
- Optical Density: 4.0 Dmax
- Color Depth: 48-Bit
- Maximum Scanning Area: 8.5 x 11.7"
- Built-In Transparency Unit: 8 x 10"
- Two Sets of Four Film Holders
- DIGITAL ICE Scratch & Dust Removal
- SilverFast SE Plus 8, X-Rite i1 Software
- USB 2.0 Connectivity

In the Box

Epson Perfection V850 Pro Scanner

2 x 35mm Strip Film Holder

2 x 35mm Mounted Slide Film Holder

2 x Medium Format Strip Film Holder

2 x 4 x 5" Film Holder

Reflective/Transparent IT8 Targets

USB Cable

AC Adapter

Setup Poster

Software CD

Driver & Utilities CD

Limited 1-Year Manufacturer Warranty

Epson V850 Specs

📋 Key Specs

Scanner Type	Flatbed Scanner
Scanner Maximum Resolution	
	Show More ⌄
Scanner Color Depth	48-Bit (External)
Power Source	AC Adapter (Included)

Scanner

Scanner Type	Flatbed Scanner
Scanner Maximum Resolution	6400 dpi (Optical) 4800 x 9600 dpi (Hardware) 6400 x 9600 dpi (Hardware) 12,800 x 12,800 dpi (Interpolated)
Scan Modes	Color, Monochrome
Scanner Color Depth	48-Bit (External)
Grayscale Depth	16-Bit (External)
Light Source	LED
Image Sensor	6x Charge-Coupled Device (CCD)
Automatic Image Corrections	No
File Formats	BMP, JPEG, Multi-Page PDF, PDF, TIFF

Scanner Media Handling

Scan Sizes	**Flatbed** Maximum: 8.5 x 11.7" / 21.59 x 29.72 cm
Film Formats	35mm, Medium Format, 4x5", 8x10", Custom Sizes
Maximum Transparency Scan Area	8 x 10" / 20.32 x 25.4 cm

Connectivity

Inputs/Outputs	Unspecified USB 2.0
OS Compatibility	Windows macOS

Environmental

Operating Temperature	41 to 95°F / 5 to 35°C
Operating Humidity	10 to 80%
Storage Humidity	10 to 85%

General

Power Source	AC Adapter (Included)
Battery	No
AC Input Power	100 to 120 VAC, 50 / 60 Hz
DC Input Power	24 VDC at 1 A
Power Consumption	23 W (Maximum) 12 W (Ready) 1.5 W (Sleep) 0.3 W (Off)
Certifications	FCC
Dimensions (W x H x D)	19.8 x 6 x 12.1" / 50.29 x 15.24 x 30.73 cm

Weight	14.6 lb / 6.62 kg

Packaging Info

Package Weight	23 lb
Box Dimensions (LxWxH)	25 x 17.5 x 11"

Fuji 150mm f/5.6 Fujinon-W Copal BT (35MT) 4X5 Lens

KEH MODEL# 256230

⇄ () COMPARE MODEL ()   ☆ () ADD TO WISH LIST ()   ⌘ () SHARE

‹ [thumbnail images] ›

* Item pictured for illustrative purposes only, actual item not pictured. See 'Notes' next to grade for included items.

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Description

☑ Tracking cookies   ☑ Marketing cookies   OK   ⊖

Fuji 150mm f/5.6 Fujinon W Copal BT (35 MT) 4X5 Lens

Additional Information   ⊖

DETAILS

Brand Name

FUJI

Focus Type

MANUAL FOCUS (ONLY)

Lens Mount

BOARD MOUNT 35MM

Lens Type

STANDARD / NORMAL

Max Focal Length

150MM

Min Focal Length

150MM

You May Also Like   ‹   ›

Nikon 150mm f/5.6 NIKKOR-W BT Copal 0 (35MT) 4x5 Lens	Kodak 127mm f/4.7 Ektar Graphic Supermatic (X) BT (35MT) Lens for 4x5	Schneider-Kreuznach 135mm f/5.6 Symmar-S MC Copal BT (35MT) Lens 4x5	Nikon 65mm f/4 Nikkor SW BT Copal 0 (35MT) Lens for 4x5	Schneider- 210mm f/5 BT Copal 1
$432.53	$54.25 – $73.90	$319.37	$254.22 – $462.14	$151.05 – $
View Details	View Details	View Details	View Details	Vie

Bought Together   ‹   ›

Fuji Flash Bracket GS For The GS645	Fujifilm Lens Hood LH-XF35-2 for 23mm f/2 R, 35mm f/2 R, Graphite	Fuji 19mm f/3.5 Fujinon EBC SW Manual Focus M42 Screw Mount Lens {72}	Schneider-Kreuznach 135mm f/4.7 Xenar Copal 0 BT (35MT) 4x5 Lens	Schneider- 210mm f/5 Sinar MC C
$59.22	$36.90	$527.47	$151.86	$248.65
View Details	View Details	View Details	View Details	Vie

Recently Viewed & Recommended For You ‹ ›

Schneider-Kreuznach 150mm f/5.6 APO-Symmar MC Copal B…

$478.27

Rodenstock 150mm f/5.6 Sironar-N MC BT Copal 0 (35MT) 4x5…

$476.67

4X5 Fidelity Elite Sheet Film Holder, Plastic

$17.00 – $37.00

Nikon 200mm f/8 Nikkor-M BT Copal 0 (35MT) Lens

$699.45

Filmtools

SKU: 2589   MPN: 179563

Matthews Studio Equipment 4 Place Flag/ Scrim Box #179563

☆☆☆☆☆   0 reviews   💬

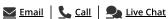**Questions about this product?**   ✉ **Email** | 📞 **Call** | 💬 **Live Chat**

Highlights ⌄

- Holds eight Open End Scrims or four Flags per compartment
- 26" deep, 24" high in front and 42.5" high in the rear
- Made of pine
- 61.5 pounds

$618.80

1	Add To Cart ❯

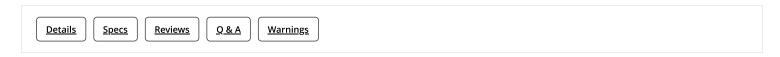❤ ⇄

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| Details | Specs | Reviews | Q & A | Warnings |

The **Matthews 24" wide 4 Place Flag/ Scrim Box** is a great way to transport your fragile scrims and flags. This sturdy flag and scrim box is made of pine. The Matthews 24" wide 4 Place flag/ Scrim Box is 26" deep, 24" high in front and 42.5" high in the rear. It weighs a total of 61.5 pounds and offers great protection from the elements. The Matthews 24" wide 4 Place Flag/ Scrim Box will allow you to conveniently audition different types of scrims, so you can get the perfect lighting for your scene.

- Made from sturdy pine
- Weighs 61.5 lbs
- Protects flags/scrims during transport

Matthews Studio Equipment

View Page

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Protapes 1" Console Paper Tape - Red

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Metabones Canon EF/EF-S Lens to Sony E Mount T Smart Adapter (Fifth Generation)

BH #MEMBEFEBT5 • MFR #MB_EF-E-BT5

metabones
Authorized Dealer

In Stock

$399.00

Key Features

- Canon EF/EF-S Lens to Sony E-Mount Body
- Works with Full-Frame and APS-C Cameras
- Switch for In-Body Image Stabilization
- Support for Phase- & Contrast-Detect AF
- Smooth Iris with Select Adapted Lenses
- Control Aperture from Camera Body
- Programmable Fn Button; Status LED Light
- Transfers Exif Data to Camera
- Weather-Resistant Rubber Mount Gasket
- Compatible with Sony PXW-FS7 Mark II

In the Box

Metabones Canon EF/EF-S Lens to Sony E Mount T Smart Adapter (Fifth Generation)

Front Cap

Rear Cap

Tripod Foot Hex Key

Limited 1-Year Manufacturer Warranty

Metabones MB_EF-E-BT5 Specs

Camera Mount	Sony E
Lens Mount	Canon EF/EF-S

Packaging Info

Package Weight	0.64 lb
Box Dimensions (LxWxH)	4.6 x 4.25 x 2.3"

Rodenstock 150mm f/5.6 Sironar-N MC BT Copal 0 (35MT) 4x5 Lens

KEH MODEL# 256807

⇄ () COMPARE MODEL ()   ☆ () ADD TO WISH LIST ()   ⌘ () SHARE

‹   ›

* Item pictured for illustrative purposes only, actual item not pictured. See 'Notes' next to grade for included items.

SELECT GRADE ⑦

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Description   ⊖

Sironar-N lenses are nearly free of distortion, curvature of field, and chromatic aberration. They also offer enhanced color reproduction normally found only in apochromatic lenses. F/stop range: 5.6–64 Multi coating: Yes Filter size: 49mm Image circle: 214mm Angle of coverage: 72 degrees Maximum Format size: 4x5"

Additional Information   ⊖

DETAILS

Brand Name

RODENSTOCK

Focus Type

MANUAL FOCUS (ONLY)

Lens Mount

BOARD MOUNT 35MM

Lens Type

STANDARD / NORMAL

Max Focal Length

150MM

Min Focal Length

150MM

You May Also Like   ‹   ›

Nikon 150mm f/5.6 NIKKOR-W BT Copal 0 (35MT) 4x5 Lens	Graflex 135mm f/4.7 Optar Graphex BT Bi-Post (35MT) 4x5 Lens	Kodak 127mm f/4.7 Ektar Graphic Supermatic (X) BT (35MT) Lens for 4x5	Rodenstock 90mm f/6.8 Grandagon MC BT Copal 0 (35MT) 4x5 Lens	Nikon 120r AM* ED BT 4x5 Lens
$432.53	$32.87	$54.25 – $73.90	$203.90	$474.35
View Details	**View Details**	**View Details**	**View Details**	**Vie**

Bought Together   ‹   ›

Rodenstock 210mm f/6.8 Geronar MC BT Copal 1 (42MT) 5x7 Lens	Rodenstock 480mm f/9 Apo-Ronar (75MT) 8X10 Barrel Lens	Toyo Field 45A 35 Hole (110mm Square) Lens Board	4X5 Riteway Sheet Film Holder, Plastic	Wista 4X5 Board, Bla IV/V/M)
$171.01 – $179.00	$186.40	$35.00 – $43.00	$8.00 – $22.72	$29.64 – $

View Details   View Details   View Details   View Details   Vie

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Schneider-Kreuznach
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(35MT) 4 5 L

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Schneider-Kreuznach
210mm f/5.6 Symmar-S
MC BT Copal 1 (42M…
L f 4 5

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4X5 Fidelity Elite Sheet
Film Holder, Plastic

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Hasselblad 150mm f/4
Sonnar CF T* Lens for
Hasselblad 500 Serie…
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Sigma 70mm f/2.8 DG Macro Art Lens for Canon EF

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$519.00 ~~Price $569.00~~
Instant Savings $50.00

Key Features

- EF-Mount Lens/Full-Frame Format
- Aperture Range: f/2.8 to f/22
- Two FLD Elements, Two SLD Elements
- Low Dispersion and Aspherical Elements
- Super Multi-Layer Coating
- 1:1 Magnification, 10.2" Min. Focus
- Coreless DC AF Motor, Manual Override
- Weather-Sealed, Brass Bayonet Mount
- Rounded 9-Blade Diaphragm
- Compatible with Sigma USB Dock

In the Box

Sigma 70mm f/2.8 DG Macro Art Lens for Canon EF

Sigma LCF-49 III 49mm Lens Cap

Sigma LCR II Rear Lens Cap for Canon EF

LH708-01 Lens Hood

Case

Limited 1-Year Manufacturer Warranty

Sigma 70mm F/2.8 DG Macro Art Specs

Focal Length	70mm
Maximum Aperture	f/2.8

Minimum Aperture	f/22
Lens Mount	Canon EF
Lens Format Coverage	Full-Frame
Angle of View	34.3°
Minimum Focus Distance	10.16" / 25.8 cm
Maximum Magnification	1x
Macro Reproduction Ratio	1:1
Optical Design	13 Elements in 10 Groups
Diaphragm Blades	9, Rounded
Focus Type	Autofocus
Image Stabilization	No
Filter Size	49 mm (Front)
Dimensions (ø x L)	2.79 x 4.17" / 70.8 x 105.8 mm
Length at Maximum Extension	4.16" / 105.57 mm
Weight	1.13 lb / 515 g

Packaging Info

Package Weight	1.835 lb
Box Dimensions (LxWxH)	7.05 x 4.9 x 4.8"

Rodenstock 150mm F5.6 Sironar-N Copal 0 Lens

Used Cat #2861856

RODENSTOCK

In Stock

$349.95

0

In the Box

Rodenstock 150mm F5.6 Sironar-N Copal 0 Lens

Front & Rear Slip On Lens Caps

Copal 0 Retaining Ring

90-Day B&H Used Warranty

No Image Available

This image is for illustrative purposes only

150mm F5.6 Sironar-N Copal 0 Lens Overview

The Sironar-N, with 6 elements in 4 groups, is an all-around lens. Good for product shots, industrial subjects, landscape and city photography, it provides a longer focus lens with smaller formats. The image circle diameter exceeds the diagonal of the recommended format by around 45 percent, allowing abundant shift and swing possibilities.

All-purpose standard lens for 4x5" format view cameras

College Core Indicator Information by 4-Digit TOP (2023-2024)

Perkins V, Title I, Part C Local Application

Agreement # _____   **District/College: SANTA MONICA/SANTA MONICA**

1012 - Applied Photography

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: **1,398**   **CTE Headcount:**   **1,025**

(includes CTE enrollments above introductory level only)   (CTE students enrolled above introductory level only)

Core Indicator 1 - Cohort Yr: 2020- 2021 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	233	246	91.75	91.75	94.72	3.0
2 Individuals Preparing for Non-Traditional Fields	108	113	91.75	91.75	95.58	3.8
3 Out of Workforce Individuals	8	8	91.75	91.75	100.00	N/A
4 Individuals with Economically Disadvantaged Families	142	148	91.75	91.75	95.95	4.2
5 English Learners	7	9	91.75	91.75	77.78	N/A
6 Single Parents	8	8	91.75	91.75	100.00	N/A
7 Individuals with Disabilities	23	25	91.75	91.75	92.00	0.3
8 Homeless Individuals			91.75	91.75	N/R	N/R
9 Youth in Foster Care	2	2	91.75	91.75	100.00	N/A
10 Youth with Parent in Active Military			91.75	91.75	N/R	N/R

Core Indicator 2 - Cohort Yr: 2020- 2021 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	53	74	89.00	89.00	71.62	-17.4
12 Individuals Preparing for Non-Traditional Fields	28	32	89.00	89.00	87.50	-1.5
13 Out of Workforce Individuals	1	2	89.00	89.00	50.00	N/A
14 Individuals with Economically Disadvantaged Families	36	48	89.00	89.00	75.00	-14.0
15 English Learners		1	89.00	89.00	0.00	N/A
16 Single Parents	1	2	89.00	89.00	50.00	N/A
17 Individuals with Disabilities	5	10	89.00	89.00	50.00	-39.0
18 Homeless Individuals			89.00	89.00	N/R	N/R
19 Youth in Foster Care			89.00	89.00	N/R	N/R
20 Youth with Parent in Active Military			89.00	89.00	N/R	N/R

Core Indicator 3 - Cohort Yr: 2020- 2021 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
21 CTE Cohort*	128	277	26.00	26.00	46.21	20.2
22 Individuals Preparing for Non-Traditional Fields	128	277	26.00	26.00	46.21	20.2
23 Out of Workforce Individuals	9	11	26.00	26.00	81.82	55.8
24 Individuals with Economically Disadvantaged Families	83	161	26.00	26.00	51.55	25.6

College Core Indicator Information by 4-Digit TOP (2023-2024)

Perkins V, Title I, Part C Local Application

25	English Learners	4	10	26.00	26.00	40.00	14.0
26	Single Parents	7	8	26.00	26.00	87.50	N/A
27	Individuals with Disabilities	12	33	26.00	26.00	36.36	10.4
28	Homeless Individuals			26.00	26.00	N/R	N/R
29	Youth in Foster Care	1	2	26.00	26.00	50.00	N/A
30	Youth with Parent in Active Military			26.00	26.00	N/R	N/R

Core Indicator 4 - Cohort Yr: 2020- 2021 Employment				Negotiated Level		College Performance	Percent Above or Below Negotiated Level
		Count	Total	State	District		
31	CTE Cohort*	37	54	73.23	73.23	68.52	-4.7
32	Individuals Preparing for Non-Traditional Fields	21	28	73.23	73.23	75.00	1.8
33	Out of Workforce Individuals	DR	DR	73.23	73.23	DR	N/A
34	Individuals with Economically Disadvantaged Families	23	31	73.23	73.23	74.19	1.0
35	English Learners	DR	DR	73.23	73.23	DR	N/A
36	Single Parents	DR	DR	73.23	73.23	DR	N/A
37	Individuals with Disabilities	DR	DR	73.23	73.23	DR	N/A
38	Homeless Individuals			73.23	73.23	N/R	N/R
39	Youth in Foster Care			73.23	73.23	N/R	N/R
40	Youth with Parent in Active Military			73.23	73.23	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 40, I certify and acknowledge that performance in the 40 Core Indicator categories is as follows:

__12__ of the 40 are at or above the District negotiated level(s);

__5__ of the 40 are below the District negotiated level(s);

__23__ of the 40 are list as (N/A, N/R)

Department Chair (or authorized Designee) : _____ *Josh Sanseri*