



Santa Monica College Career Technical Education Committee  
APPLICATION for 2024 – 2025 Perkins Funds

**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.](#)



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[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.



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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](mailto: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.



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Perkins V – The Strengthening Career and Technical Education for the 21<sup>st</sup> 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*)

**Please submit one application per TOP code**

Total Funding Perkins Requested: <b>75,483.77</b>	Date: <b>2/09/24.</b>
Program/Discipline Name: <b>Biotechnology</b>	
Program TOP Code: <b>0430</b>	
Department: <b>Life Science</b>	
Department Chair: <b>Garen Baghdasarian</b>	Email: <b>Baghdasarian_garen@smc.edu</b>
Submitted by: <b>Andria P. Denmon</b>	



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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;



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**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.

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

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

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.



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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](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)			N/A	N/A	N/A
Number of Concentrators			N/A	N/A	N/A
<b>Core Indicator 1:</b> Postsecondary Retention & Placement	N/A	N/A	N/A	N/A	N/A
<b>Core Indicator 2:</b> Earned Postsecondary Credential	N/A	N/A	N/A	N/A	N/A
<b>Core Indicator 3:</b> Non-traditional Program Enrollment	N/A	N/A	N/A	N/A	N/A
<b>Core Indicator 4:</b> Employment	N/A	N/A	N/A	N/A	N/A



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**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:

N/A – New program. Core indicator data in Part 1 was based on district/college aggregate.

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

N/A – New program. Core indicator data in Part 1 was based on district/college aggregate.

**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:

N/A – New program. Core indicator data in Part 1 was based on district/college aggregate.

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

N/A – New program. Core indicator data in Part 1 was based on district/college aggregate.

**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:

N/A – New program. Core indicator data in Part 1 was based on district/college aggregate.

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

N/A – New program. Core indicator data in Part 1 was based on district/college aggregate.

**Core Indicator 4** (Employment):

Is this indicator above or below the state negotiated level?  Above  Below

If this indicator is below, please state why:

N/A – New program. Core indicator data in Part 1 was based on district/college aggregate.

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

N/A – New program. Core indicator data in Part 1 was based on district/college aggregate.





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**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](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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021 - 22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022 – 23	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**ADVISORY COMMITTEE**

**1. What are the major issues or trends that have been raised by your Industry Advisory Committee over the last several meetings?**

The overall tone from our Industry Advisory Committee has been positive. Where they hope to see growth is in the incorporation of an intro to quality control and business regulation course and to see the incorporation of instrumentation that allows the students to copy and manipulate genetic material. They would also like to ensure that students are meeting certain technical benchmarks prior to graduating from the biotechnology program with a certificate or AS degree, all of which are forthcoming.

**2. How will your Perkins V Project address these issues?**

The Perkins V Project will address the above concerns raised by the Industry Advisory Committee by funding instrumentation, such as PCR machines, which are used to copy genetic material, and a Chemdoc, which is used to evaluate the outcome of the newly copied or modified DNA products. In addition to the instrumentation, the microcredentials from the Biosciences Skills Core Institute (BCSI) will serve as meaningful benchmarks to show our industry partners that the curriculum is meeting the goals set forth through this industry validated curriculum.

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

These planned activities relate to our overall program plan because they will enhance the student experience by introducing them essential equipment that is used in biotechnology labs, and it opens the possibility to expand our program to include professional development for middle and high school



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teachers. The certification exams will highlight the knowledge and laboratory skills acquisition of our students and further validate the curriculum. These microcredentials are awarded as a digital badge that can be displayed on LinkedIn or personal websites. Moreover, the achievement of a microcredential can be used as a method of evaluation and a predictor of student success in future courses and the workplace.

### 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)**

During program development in preparation for the launch of the first course that will be part of the biotechnology certificate of achievement and AS degree pathways, our advisory board members and industry partners along with leadership from regional and national organizations (e.g., Biocom, InnovATEBio) to obtain valuable insight into the industry-desired skills, work-base study internships, and faculty development. We have had four advisory board meetings in the last two years and we anticipate possible challenges based on the experiences that other colleges in our micro- and macro-region have faced. Challenges and concerns that we may need to continue to address with our advisory board include (1) how we will manage a change in leadership within the department or the division of workforce development; (2) ensuring that faculty that teach within the biotechnology program are up to date on industry standards and methods; (3) ensuring that proper strategies are in place to promote and market the program, but also to ensure that we have the proper infrastructure to support non-traditional students with special accessibility requirements; and (4) scaffolding the necessary skills to prepare students for the job search and interview process.

**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.)

Our project will address the concerns outlined above by maintaining updated records and conducting annual reviews that highlight the project outcomes so that incoming Deans or Chairs will have a detailed history of the project and its impact. To address the need for faculty to remain current on industry needs and skills, we will work



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closely with organizations such as BIOCOM and our academic and industry partners to leverage externship opportunities. Additionally, now that we have begun to establish a biotechnology lab, we can train SMC faculty and HS teachers on the equipment that we have in-house. The acquisition of the Chemi Doc and PCR machine will aid us in these in-house trainings as well as in the classroom for our enrolled students. Moreover, educators looking to receive credentialing from the Bioscience Core Skills Institute like the enrolled biotechnology students, can learn skills through their externships and these in-house trainings that will allow them to pass these same types of exams.

The community outreach and exploration events have been successful in targeting students who identify as low-income or system impacted/justice involved. We plan to engage this population of students further by showing them how to make and isolate biological molecules, like DNA, using biotechnology methods. The PCR machine and the Chemi Doc will allow students to generate and visualize the biological molecules. Moreover, as we expand the program to include a non-credit certificate, we will be able to include these instruments in this pathway as well.



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<p>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 <a href="#">comprehensive needs assessment (CLNA)</a> and B) support CTE programs that are sufficient size, scope, and quality to be effective and that</p>	<p><i>Indicate with a check mark which requirements have been met, below.</i></p>	
Requirements for Uses of Funds	<b>MET</b>	<b>UNMET</b>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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**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.)**

At present, we are preparing to launch the Cell Science and Immunological Technology stackable certificate and degree program at Santa Monica College. This technician education program falls under TOP CODE 4300, which is the life sciences/biotechnology designation. The aim of this project is to develop a technician education program that will recruit, retain, and prepare a diverse population of students to enter technical careers in the rapidly growing life science/biotechnology sector. In preparation for the Fall 2024 launch of this technician education program, we have either met or are preparing to meet the six criteria outlined above.

As part of this project, we have recruited and enrolled, students who are experience socioeconomic hardships or are affiliated with groups that are often marginalized or poorly represented in the life sciences/biotechnology sector. However, a major goal of this project is to develop a program that effectively recruits from traditionally untapped pools of talent. We have done outreach activities that will provide mobile biotechnology exploration days for pre-college students (grades 7-12) and returning students, but more of these events need to be held in order to sustain a pipeline into the program. These events will provide them and their families with knowledge about the life sciences/biotechnology sector, our training program, and what courses or experiences will be beneficial to prepare students for this career path.

Our industry partners have been instrumental in helping us lay the foundation for student internships and faculty externship opportunities, but we still need to establish protocols and methods to do small-scale professional development trainings in-house. Support for this project will enable us to purchase essential equipment and to support the professional development of faculty.



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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)**

<input checked="" type="checkbox"/> 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)]
<input checked="" type="checkbox"/> 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)]
<input checked="" type="checkbox"/> 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)]
<input checked="" type="checkbox"/> Provide programs for special populations. [§135(c)(4)]
<input checked="" type="checkbox"/> Assist career and technical student organizations. [§135(c)(5)]
<input checked="" type="checkbox"/> Mentor and support services. [§135(c)(6)]
<input checked="" type="checkbox"/> 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)]
<input checked="" type="checkbox"/> 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)]
<input checked="" type="checkbox"/> 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)]
<input checked="" type="checkbox"/> 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)]
<input checked="" type="checkbox"/> Provide activities to support entrepreneurship education and training. [§135(c)(11)]
<input checked="" type="checkbox"/> 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)]
<input checked="" type="checkbox"/> Develop and support small, personalized career-themed learning communities. [§135(c)(13)]



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<input type="checkbox"/>	Provide support for family and consumer sciences programs. [§135(c)(14)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
<input type="checkbox"/>	Provide support for training programs in automotive technologies. [§135(c)(18)]
<input checked="" type="checkbox"/>	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)]
<input checked="" type="checkbox"/>	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                    | 9. Audits, except single audit  |
| 2. Awards and memorabilia           | 10. Contributions and donations   |
| 3. Individual memberships           | 11. Contingencies   |
| 4. College tuition, fees, books     | 12. Facilities and furniture *  |
| 5. Membership with orgs. that lobby | 13. General advertising   |
| 6. Fines and penalties              | 14. Alcohol   |
| 7. Insurance/self-insurance         | 15. Fund raising  |
| 8. Expenses that supplant           | 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.



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**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 **75,483.77**

Submitted by: **Andria P. Denmon**

Date: **02/09/24**

Proposals must be received *electronically* no later than February 9<sup>th</sup>, 2024, 5:00pm to [ramos\\_patricia@smc.edu](mailto:ramos_patricia@smc.edu) and [casillas\\_ruth@smc.edu](mailto: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?
<i>For stipends, please include benefit rate at 30%</i>							
BCSI Small Volume Metrology Microcredential (BIOL 30)	48	\$20.00	\$22.05	\$1,058.40	Other	High	Yes
BCSI Numeracy Microcredential (BIOL 30)	48	\$20.00	\$22.05	\$1,058.40	Other	High	Yes
BCSI Hazard Assessment Microcredential (BIOL 30)	48	\$20.00	\$22.05	\$1,058.40	Other	High	Yes
BCSI Light Microscopy Microcredential (BIOL 30)	48	\$20.00	\$22.05	\$1,058.40	Other	High	Yes
BCSI Aseptic Technique Microcredential (BIOL 31)	48	\$20.00	\$22.05	\$1,058.40	Other	High	No
BCSI Instrument pH Microcredential (BIOL 31)	48	\$20.00	\$22.05	\$1,058.40	Other	High	No
BCSI Laboratory Safety Clean Up Microcredential (BIOL 31)	48	\$20.00	\$22.05	\$1,058.40	Other	High	Yes
BCSI Preparation fo Solutions Microcredential (BIOL 31)	48	\$20.00	\$22.05	\$1,058.40	Other	High	Yes
BCSI Quantitative Skills Microcredential (BIOL 31)	48	\$20.00	\$22.05	\$1,058.40	Other	High	Yes
BCSI Hemocytometer Microcredential (BIOL 32)	18	\$20.00	\$22.05	\$396.90	Other	High	Yes
BCSI Documentation & SOP Microcredential (BIOL 34)	18	\$20.00	\$22.05	\$396.90	Other	High	Yes
BCSI Problem Solving Microcredential (BIOL 32)	18	\$20.00	\$22.05	\$396.90	Other	High	Yes
Chemi Doc System - Bio Rad	1	\$35,701.50	\$39,360.90	\$39,360.90	Equipment	Low	No
PC Machine (Thermo Cycler) - Biorad	1	\$10,900.00	\$12,017.25	\$12,017.25	Equipment	Low	No
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No

**TOTAL \$62,094.45**

## Budget Item

### PCR Machine – DNA Manipulation and Amplification



#### PTC Tempo 96 Thermal Cycler

12015382

96-well, thermal cycler for PCR with cables; for research use only.

List Price: **\$10900.00**

Your Price: [Log in](#) to see your price

Quantity:

[Add to Cart](#)

[Add to Quote](#)

[Add to Hot List](#)

<https://www.bio-rad.com/en-us/product/ptc-tempo-thermal-cycler?ID=edc924cd-7c55-cd3e-3dd0-13b92ef8048a>

### Chemi Doc

ChemiDoc™ Imaging System #12003153

[Trade-Up Program ↗](#)

#### Overview



The ChemiDoc Imaging System allows sensitive imaging and documentation of DNA/protein gels and chemiluminescent western blots. It can perform a wide range of blotting applications including Stain-Free technology, ethidium bromide, SYPRO Ruby, Coomassie, and silver stains. Includes internal computer, 12" touch-screen display, camera, Blot/UV/Stain-Free Sample Tray, Image Lab™ Touch Software, and Image Lab Software.

List Price: **Inquire**

Your Price: [Log in](#) to see your price

Quantity:

[Add to Cart](#)

[Add to Quote](#)

[Add to Hot List](#)

<https://www.bio-rad.com/en-us/sku/12003153-chemidoc-imaging-system?ID=12003153>

Verbal Quotes were provided since the instrument specialist was not available, the quote with documentation is pending. The verbal quote is \$47,846

# SAFETY: HAZARD ASSESSMENT

Lab safety is critical for a productive workplace. Industry partners highlight safety as an essential first skill that new employees must demonstrate. The lab safety-hazard assessment credential is for those wanting to demonstrate mastery of basic lab safety principles including how to identify safety concerns in an SOP, MSDS, and in a lab environment. Our credentials are unique as we require a 3rd party evaluator to assess mastery of this skill in person before issuing this credential.

Earners of this credential have shown mastery of the following tasks:

- Utilize information on an MSDS sheet.
- List safety steps needed to work in a particular lab environment.
- Describe safety hazards when viewing a lab bench.

## GET READY

When you are ready to schedule your credential assessment, ensure that you can complete the tasks listed below:

- You will be asked questions about hazards present when handling a chemical. The MSDS sheet for the chemical will be provided.
- When provided an SOP describing lab work, you will be asked to describe appropriate PPE and safety considerations.
- You will be shown a lab bench with hazards present and asked to identify hazards.

## COST

For your \$20 credential fee you will be assessed in-person on the tasks listed above and issued a digital credential through Badgr. Our evaluators are available on a flexible schedule.

[REGISTER NOW](#)

# ESSENTIAL FIVE CREDENTIALS

These five credentials are a stackable set ensuring that you are prepared for an entry-level position in the biotech industry. Our credentials are unique as we require a 3rd party evaluator to assess mastery of this skill in person before issuing this credential.



## SAFETY: HAZARD ASSESSMENT

Lab safety is critical for a productive workplace. Industry partners highlight safety as an essential first skill that new employees must demonstrate. The lab safety-hazard assessment credential is for those wanting to demonstrate mastery of basic lab safety principles including how to identify safety concerns in an SOP, MSDS, and in a lab environment.

[LEARN MORE](#)



## DOCUMENTATION AND SOP

Good documentation practice is an essential skill for technicians working in industry. This credential demonstrates mastery in navigation of an SOP (Standard Operating Procedure), ability to identify critical errors in an SOP, and perform a task using an SOP while completing a batch record. Our in person assessment ensures earners of this credential have appropriate training in SOP and documentation.

[LEARN MORE](#)



## NUMERACY

Numeracy is critical for a safe and error-free laboratory. Numeracy represents skills needed in a biotechnology laboratory such as reasonableness, estimation of volumes and sizes, and unit conversions.

[LEARN MORE](#)



## ASEPTIC TECHNIQUE: LAB BENCH LEVEL

Lab bench level aseptic technique emphasizes the preparation of a clean workspace, labelling, sterile transfer of liquids, and transfer of a microorganism from solid to liquid culture media. Earners of this credential have aseptic technique knowledge and awareness of creating a clean lab bench.

[LEARN MORE](#)



## SMALL VOLUME METROLOGY

Accurate transfer of small volumes is an essential skill in the laboratory. This hands on assessment evaluates mastery of liquid transfer from 1 microliter to 25 milliliters. Earners of this credential are able to accurately select the appropriate transfer instrument (micropipette or serological pipette), consistently transfer the appropriate volume, and demonstrate volume awareness in selecting container size.

[LEARN MORE](#)

## ADVANCED CREDENTIALS



**LIGHT MICROSCOPY**

Light microscopy is a foundational skill in the biological laboratory. This credential ensures mastery of specimen identification between 4x and 100x magnification in addition to safe and appropriate equipment handling.



**CELL DENSITY: HEMOCYTOMETER**

Determination of cell density is a necessary skill in working with cell cultures. Utilizing a hemocytometer to accurately and reliably determine concentration helps ensure cell cultures are maintained appropriately and efficiently.



**INSTRUMENTATION: PH**

Instrumentation credentials ensure that a new employee has the skills to properly operate, maintain, and troubleshoot common laboratory equipment.



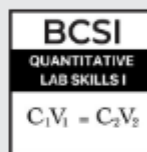
**LAB SAFETY: CLEAN UP**

Clean up of potentially hazardous spills and debris is an essential skill for laboratory employees. This hands on assessment evaluates whether credential earners can contain spills, clean up appropriately, and don appropriate PPE throughout.



**PREPARATION OF SOLUTIONS**

Preparation of solutions requires the ability to follow an SOP, select appropriate tools and perform basic calculations. Earners of this credential will be able to accurately and reliably prepare solutions needed in the laboratory.



**QUANTITATIVE SKILLS I**

Quantitative skills emphasize tasks used in making solutions, calculating dosage, and performing calculations given a standard equation. The quantitative skills level 1 credential is for those wanting to demonstrate mastery of math skills needed in the laboratory.

$$C_1V_1 = C_2V_2$$

## BETA Skills Credentials

The following microcredentials were developed in collaboration with the BETA Skills Community of Practice hosted by Forsyth Technical Community College.



**REGULATORY AUDITOR COMMUNICATION**

Communicating with regulatory auditors is a common practice in the biomanufacturing industry. This mock interview assessment focuses on answering questions accurately, professionally, and succinctly, choosing verification of information instead of subjective opinions or speculation.



**CURRENT GOOD DOCUMENTATION PRACTICES**

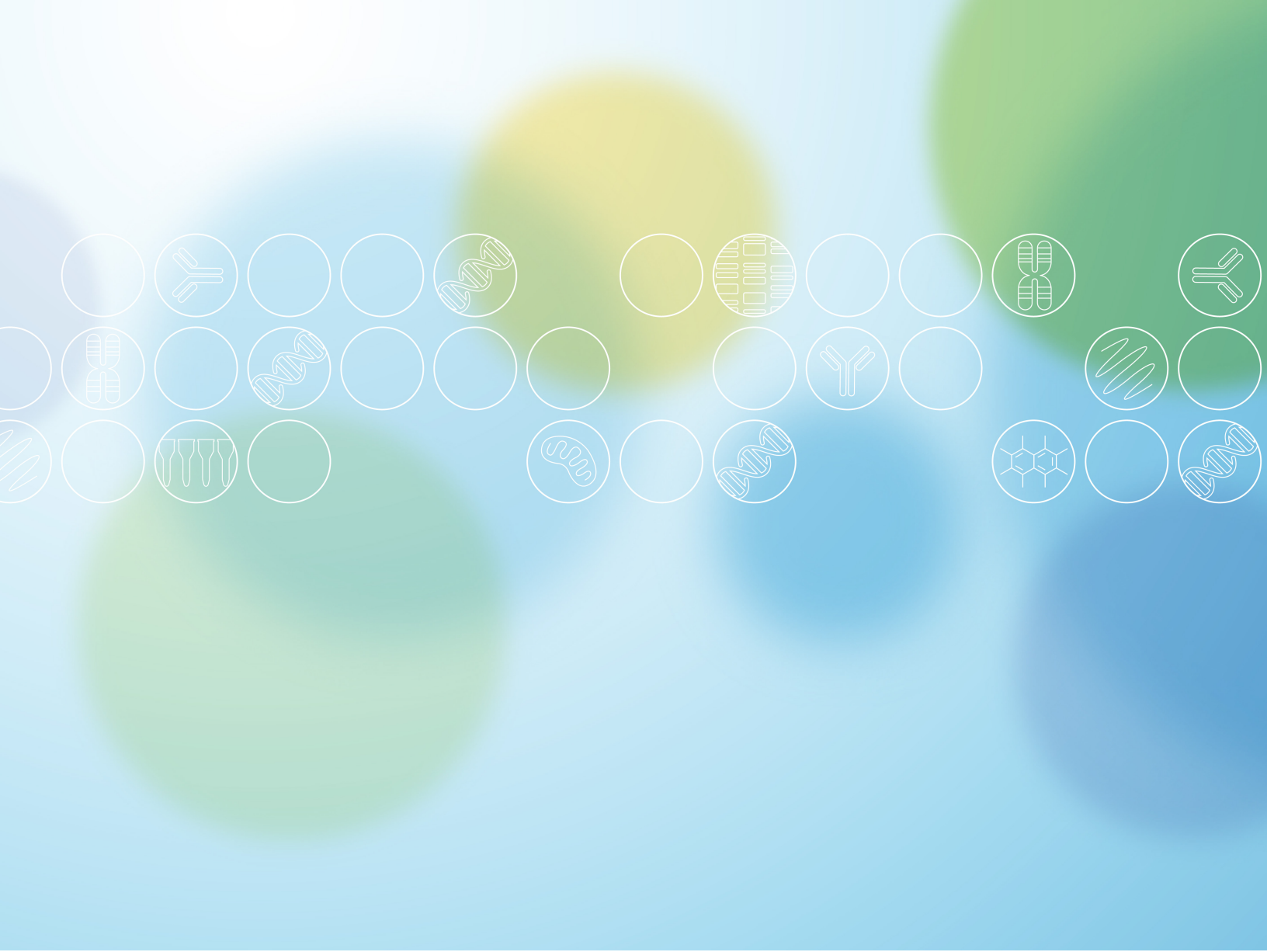
Good documentation practices are essential in any advanced manufacturing environment. For this practical assessment, ALCOA principles are emphasized.



**PROBLEM SOLVING IN A GMP ENVIRONMENT**

Problem solving is an essential skill in a GMP environment.

- Investigate
- Document
- Communicate
- Resolve
- Prevent



# **SANTA MONICA COLLEGE**

Prepared by Mary Davis

QQ497420-CPQ24

02/14/2024

SANTA MONICA COLLEGE  
Life Sciences - Advanced Technology Education  
1900 Pico Blvd  
Santa Monica CA 90404  
USA

Dear Mabel Pang,

The following quotation relates to a portfolio of Bio-Rad systems, assays, and services. If this proposal meets your approval, please submit a purchase order to [USOrders@bio-rad.com](mailto:USOrders@bio-rad.com).

Upon receipt, we will finalize arrangements for the delivery and if applicable the installation of items on your order. An invoice will be issued upon shipment.

Please contact me with any questions or concerns.

Sincerely,  
Mary Davis  
Account Executive  
[mary\\_davis@bio-rad.com](mailto:mary_davis@bio-rad.com)



Bio-Rad 2000 Alfred Nobel Drive, Hercules, CA 94547  
 Phone Number: 1-800-224-6723 (1-800-2BIORAD)  
 FAX #: 1-800-883-1887 or 1-510-741-6373  
 Email Address for Order Placement: [USOrders@bio-rad.com](mailto:USOrders@bio-rad.com)  
 Email Address for Order Inquiry: [ask\\_customer\\_care@bio-rad.com](mailto:ask_customer_care@bio-rad.com)

**Quotation Number :**  
 QQ497420-CPQ24

**Date:** 02/14/2024

Mabel Pang

SANTA MONICA COLLEGE  
 Life Sciences - Advanced Technology Education  
 1900 Pico Blvd  
 Santa Monica CA 90404  
 USA

**Phone:** 3104348083

**Fax:**

**Email:** pang\_mabel@smc.edu

**Quote Expiration Date:** 05/08/2024

**Payment Terms:** within 30 days Due net

**Sales Rep:** Mary Davis  
 mary\_davis@bio-rad.com

**Sold To #:** 0001015407

**Ship To #:** 0001015407

Part Number	Qty	Description	List Price	Unit Discount	Unit Net	Extended Price	
1	12003153	1	ChemiDoc™ Imaging System The ChemiDoc Imaging System allows sensitive imaging and documentation of DNA/protein gels and chemiluminescent western blots. It can perform a wide range of blotting applications including Stain-Free technology, ethidium bromide, SYPRO Ruby, Coomassie, and silver stains. Includes internal computer, 12" touch-screen display, camera, Blot/UV/Stain-Free Sample Tray, Image Lab™ Touch Software, and Image Lab Software.	\$43,561.00	21.95%	\$34,000.00	\$34,000.00
2	12003026	1	White Sample Tray for ChemiDoc™ MP/ChemiDoc Imaging Systems Pkg of 1, sample tray for gels and blots stained with Coomassie Blue, copper, silver, or zinc stains	\$1,341.00	62.71%	\$500.00	\$500.00
3	12003027	1	Blue Sample Tray for ChemiDoc™ MP/ChemiDoc Imaging Systems Pkg of 1, sample tray for nucleic acid applications with GelGreen or any SYBR Stain	\$1,341.00	62.71%	\$500.00	\$500.00
4	12012931	1	Image Lab Software on USB drive Image Lab Software, PC or Mac, for automated image capture, optimization, and 1-D data analysis, for use with GelDoc Go, ChemiDoc, and GS-900 Imaging Systems	\$125.00	100.00%	\$0.00	\$0.00
5	12003914	1	UV Safety Shield for ChemiDoc™ MP/ChemiDoc Imaging Systems Pkg of 1, UV safety shield	\$369.00	50.00%	\$184.50	\$184.50
6	1708185	1	XcitaBlue Viewing Goggles Pkg of 1, goggles for use with SYBR Safe dyes and Blue Trays for use	\$34.00	50.00%	\$17.00	\$17.00





<b>Total Discount:</b>	\$11,569.50
<b>Sub Total:</b>	\$35,201.50
<b>Estimated Packaging:</b>	\$0.00
<b>Estimated Freight:</b>	\$500.00
<b>Estimated Total:</b>	\$35,701.50

## Optional Items

Part Number	Qty	Description	List Price	Unit Discount	Extended Price	
1	ENP10059	1	ENP, CHEMIDOC SYSTEM OS	\$4,327.00	50.00%	\$2,163.50

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### A Simple Way to Manage Your Business Online

My Bio-Rad is a convenient way to manage your Bio-Rad orders and activities. By registering online, you will have access to: online ordering, account prices, batch number visibility, stock availability, shipment tracking, downloadable invoices, and order history.

[Click here to register](#)

If you already have an account, you can redeem this quote by clicking here:

[Add To Cart](#)

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## Notes

Everything on the quote must be purchased to receive the discounted pricing.

Instrument comes with 1 year warranty. At the time of instrument purchase, you have the option of purchasing up to 4 years of extended warranty. This option can be found in the "OPTIONAL" section of the quote. Qty 1 = 1 additional year.

Purchase comes with virtual training from our Field Application Scientist, who will go over the instrument, software, and applications.

Please mention the quotation number QQ497420-CPQ24 when placing an order.