



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.

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 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*)

Please submit one application per TOP code

Total Funding Perkins Requested: \$43,361.33	Date: February 1, 2024
Program/Discipline Name: Testout Simulation Software – Cybersecurity & Linux	
Program TOP Code: 0707	
Department: Computer Science Information Systems – CSIS	
Department Chair: Howard A. Stahl	Email: stahl_howard@smc.edu
Submitted by: Howard A. Stahl	



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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.

7 of the 40 are at or above the District negotiated level(s);
12 of the 40 are below the District negotiated level(s);
21 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

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)	3,099		3,018	3,099	3,099
Number of Concentrators	1,663		1,646	1,663	1,663
Core Indicator 1: Postsecondary Retention & Placement	91.75	91.75	96.25	95.69	95.69
Core Indicator 2: Earned Postsecondary Credential	89.00	89.00	72.30	65.81	65.81
Core Indicator 3: Non-traditional Program Enrollment	26.00	26.00	20.73	22.38	22.38
Core Indicator 4: Employment	73.23	73.23	66.67	68.37	68.37



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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:

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:

Our students do not find value in the credentials being measured by this indicator.

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

We are currently preparing students to earn industry-recognized credentials and then providing vouchers to fully pay for these industry-recognized credentials which we expect will have a positive effect on this indicator.

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:

Women in STEM and Computer Science fields are under-represented at every institution of higher education. We are not exempt from these trends.

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

We are working on creating a student club to help promote women in Computer Science which we expect will have a positive effect on this indicator.

Core Indicator 4 (Employment):

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

If this indicator is below, please state why:

We are studying why we are below in this metric. We believe it is because many of our students wind up in the gig economy and their entrepreneurial work is not well captured by state metrics.

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

An innovative career prep equity stipend program as been put in place and we believe it will have a positive effect on this metric.

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



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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	3,424	2,826	82.54%	0	0	88	52	111
2021 - 22	4,773	4,284	89.75%	0	0	70	88	75
2022 – 23	5,613	4,710	83.91%	0	0	85	42	49

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 importance of cloud computing, databases, and security, and there was consensus that courses are needed to teach the principles behind cloud computing. Software and hardware are necessary for cloud computing. Infrastructure as a cloud service and platforms as a cloud service were discussed. Los Angeles has gone from 8th or 9th to 2nd place in startups.
- Developing CS pathways where high school students are encouraged to taken computer science courses and motivate them to acquire skills in a path different than the usual transfer path.
- Emphasizing on Skills Builder certificates that are for students needing specific skills for employment. These students won't need 30 or so units of coursework, but rather could take three or four courses either to secure employment or to advance in position.
- Establishing internships with respect to related industries to our three disciplines: CIS, CS and OFTECH.

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

Our Perkins request directly addresses student skills development. Testout provides various cybersecurity videos, content material and hands-on virtual lab simulations. These simulations help students perform various tasks in a safe but real-world environment that promote and build their knowledge with industry recognized tools and environments.

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

The CSIS department's main goal is to provide the state-of-the-art education, training, and necessary skills to prepare students for immediate entry into the technology job market and/or advancement in their current careers. The activities listed above will help us achieve this goal.



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Local Application Program Information by TOP Code

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

Testout is a third part lab simulation tool that provides students with the knowledge and tools required by our Cybersecurity program. The content is comprised of educational videos and content pages. Additionally, students are able to perform virtual lab demonstrations for the hands-on experience. Testout's IT simulations provide the best way for students to practice real-world IT skills. Using integrated hardware and OS simulations, students face IT tasks that they will encounter on the job and are given immediate feedback to help them improve quickly. Testout's LabSim environment allows students to review their performance on their simulation labs and section exams. Students can use these reports to identify their strengths and weaknesses and improve their overall learning.

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.)

To address the hands-on learning, we use the sophisticated tool, Testout, to run two of our cybersecurity courses. Testout includes a lab simulation tool that provides students with IT simulations as the way for students to practice real-world IT cyber-skills. Using integrated hardware and operating systems simulations, students face IT tasks that they will encounter on the job in a hands-on practical industry focused way. Such simulations are otherwise are not possible an an in-classroom setting due to the nature and complexity of those labs as students try to resolve cyber attacks, or apply security settings to 'pretend' enterprises emulating real-world scenarios.

Additionally, Testout provides numerous educational videos and content pages to deliver the knowledge base and key concepts to students. Such knowledge is also assessed by Testout through quizzes and tests where students are given immediate feedback to help them identify their strengths and weaknesses and improve their overall learning.

Virtual simulations in our cybersecurity program are a critical part of developing student skills to enable them to become job-ready in this field



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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 comprehensive needs assessment (CLNA) 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	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)]	<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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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.)



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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 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 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 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 type="checkbox"/> Provide programs for special populations. [§135(c)(4)]
<input type="checkbox"/> Assist career and technical student organizations. [§135(c)(5)]
<input type="checkbox"/> Mentor and support services. [§135(c)(6)]
<input 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 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 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 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 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 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 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 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 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 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 **\$43,361.33**

Submitted by: **Howard A. Stahl**

Date: **February 1, 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?
<i>For stipends, please include benefit rate at 30%</i>							
TestOut Software License	180	\$129.00	\$142.22	\$25,600.05	Vendor Contract	High	Yes
TestOut Software License	90	\$179.00	\$197.35	\$17,761.28	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 \$43,361.33



801-785-7900 office
 801-785-0575 fax
 www.testout.com
 P.O. Box 456
 Pleasant Grove, UT 84062

Quote
QUO069052

Bill To: Howard Stahl
 Santa Monica College
 1900 Pico Blvd
 CSIS Dept
 SANTA MONICA CA 90405

Ship To: Howard Stahl
 Santa Monica College
 1900 Pico Blvd
 CSIS Dept
 SANTA MONICA CA 90405

(310) 434-4000

(310) 434-4000

ACCOUNT NO.	SALESPERSON NUMBER	CUSTOMER	SHIP VIA	QUOTE DATE	EXPIRATION ¹	TERMS ²	PAGE
SANTA010	CBARKDUL L	Santa Monica College	Internet Delivery	1/16/2024	7/31/2024	Net 30	1

QTY.	ITEM NUMBER	DESCRIPTION	UNIT PRICE	ITEM DISCOUNT	EXTENDED PRICE
90	TOEH19OLXX10	TestOut Ethical Hacker Pro	\$179.00	\$0.00	\$16,110.00
90	TOLP15OLXX10	TestOut Linux Pro	\$129.00	\$0.00	\$11,610.00
90	TOSP12OLXX10	TestOut Security Pro	\$129.00	\$0.00	\$11,610.00

Thank You	SALES AMOUNT	\$39,330.00
	- DISCOUNT	\$0.00
	SALES TAX FREIGHT	\$0.00 \$0.00
	TOTAL	\$39,330.00

To finalize this quote, place your order, or request a modification please contact your TestOut account manager.

¹ After the expiration date shown above prices are subject to change and a new quote may be necessary.

² To qualify for terms all first time customers are required to complete the TestOut Credit Application.

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

0707 - Computer Software Development

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

Cohort Year CTE Enrollments: 3,099

CTE Headcount: 1,663

(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*	489	511	91.75	91.75	95.69	3.9
2 Individuals Preparing for Non-Traditional Fields	112	116	91.75	91.75	96.55	4.8
3 Out of Workforce Individuals	13	13	91.75	91.75	100.00	8.3
4 Individuals with Economically Disadvantaged Families	284	290	91.75	91.75	97.93	6.2
5 English Learners	15	15	91.75	91.75	100.00	8.3
6 Single Parents	6	7	91.75	91.75	85.71	N/A
7 Individuals with Disabilities	30	33	91.75	91.75	90.91	-0.8
8 Homeless Individuals	1	1	91.75	91.75	100.00	N/A
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*	102	155	89.00	89.00	65.81	-23.2
12 Individuals Preparing for Non-Traditional Fields	21	29	89.00	89.00	72.41	-16.6
13 Out of Workforce Individuals	5	5	89.00	89.00	100.00	N/A
14 Individuals with Economically Disadvantaged Families	56	78	89.00	89.00	71.79	-17.2
15 English Learners	7	9	89.00	89.00	77.78	N/A
16 Single Parents	2	3	89.00	89.00	66.67	N/A
17 Individuals with Disabilities	8	12	89.00	89.00	66.67	-22.3
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*	130	581	26.00	26.00	22.38	-3.6
22 Individuals Preparing for Non-Traditional Fields	130	581	26.00	26.00	22.38	-3.6
23 Out of Workforce Individuals	6	16	26.00	26.00	37.50	11.5
24 Individuals with Economically Disadvantaged Families	67	327	26.00	26.00	20.49	-5.5

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25	English Learners	7	17	26.00	26.00	41.18	15.2
26	Single Parents	2	6	26.00	26.00	33.33	N/A
27	Individuals with Disabilities	8	39	26.00	26.00	20.51	-5.5
28	Homeless Individuals		1	26.00	26.00	0.00	N/A
29	Youth in Foster Care		2	26.00	26.00	0.00	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*	67	98	73.23	73.23	68.37	-4.9
32	Individuals Preparing for Non-Traditional Fields	16	23	73.23	73.23	69.57	-3.7
33	Out of Workforce Individuals	DR	DR	73.23	73.23	DR	N/A
34	Individuals with Economically Disadvantaged Families	25	36	73.23	73.23	69.44	-3.8
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:

7 of the 40 are at or above the District negotiated level(s);
12 of the 40 are below the District negotiated level(s);
21 of the 40 are list as (N/A, N/R)

Department Chair (or authorized Designee) :

