



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.](#)



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

[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.



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

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.



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

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: \$22,230.92	Date: 2/9/24
Program/Discipline Name: Disabled Student Programs and Services	
Program TOP Code:	
Department: CSD/DSPS	
Department Chair: Nathalie Laille	Email: laille_nathalie@smc.edu
Submitted by: Corinne Haynes	



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

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;



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

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.



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

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)					
Number of Concentrators					
Core Indicator 1: Postsecondary Retention & Placement	91.75	91.75	91.72	93.87	
Core Indicator 2: Earned Postsecondary Credential	89	89	90.60	83.33	
Core Indicator 3: Non-traditional Program Enrollment	26	26	36.12	10.6	
Core Indicator 4: Employment	73.23	73.234	42.42	60.53	



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

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:

Students may be struggling with the ever-changing educational environment in a “post-COVID” era. Students are learning to acclimate to a hybrid or online modality, and many may be returning after a gap in their studies because they did not want to take online courses. However, many in-person classes now incorporate some form of online instruction and unfortunately, many students do not have the means to access their online content effectively.

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

Providing additional opportunities for hands-on support in our open lab and marketing these through classes we already offer including COUNS 21H & COUNS 26; providing more reliable devices for students with multiple needs ranging from disability to economic.

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:

Explore programs targeted to underrepresented groups that influence student interest and motivation; determine if relationships with such programs need to be strengthened and if they can be designed for future use directly within our department.

Core Indicator 4 (Employment):

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

If this indicator is below, please state why:



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

Historically, misperceptions and stigma toward people with disabilities are factors that contribute to unemployment rates. Furthermore, individuals sometimes fear losing consistent disability benefits when getting employed.

If this indicator is below, please state how you plan to improve it:
Host formal opportunities for soft skills training; provide informational presentations on internships or paid work experiences in the community; strengthen relationships with local employers; work with members on our advisory committee to strategize on school-to-work transition possibilities.

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	685	618	90.2	8		177	171	
2021 - 22	2627	2463	90.6	6	1	142	217	
2022 – 23	3253	2781	85.5	7	2	234	141	

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 committee has indicated a need to spread necessary tools and equipment used by students with sensory disabilities. Particularly in a post-pandemic era, access to online content has become more of a pressing issue for several of our CTE students. Further, there is a general movement toward offering access to web-based assistive technology applications versus installing standalone software on individual devices. Our Learning Disabilities program advisors continue to present our students with innovative tools to increase their success in attaining Career Education goals.



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

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

Experts from our advisory committee offer suggestions on technologies that are most appropriate for use in CE courses. Further, they make suggestions on technologies that are viable in the workplace. Advancements in assistive technology offer students additional opportunities to access their course materials and process their learning. We are requesting additional equipment and software to meet the current technology needs of our CE students.

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

Increase students' access to their class materials for in-person, hybrid, and online classes by providing additional hardware/equipment or software; conduct more trainings on web-based assistive technology applications demonstrating effective use and practices; increase marketing strategies for training opportunities and student support resources we offer directly in our High Tech lab.

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)

DSPS students have reported dissatisfaction with Chromebooks based on the lack of device functionality and ease-of-use. Moreover, the college has run out of available Chromebooks for their student loaner program. Given the growth of Distance Education and the online presence at SMC, this is problematic for many students who cannot purchase their own device to access their online content. Even when enrolled in an in-person class, most courses include some level of online instruction. As a result, we've witnessed an increase in the number of students requesting a loaner computer in the past year, not only for their classes but for use with assistive technologies such as text-to-speech software and notetaking software.

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 purchase of additional laptop computers and Surface Pro devices provides DSPS students with more opportunities to access the online components of their coursework. Programs of study that require more device functionality and computing power, for example, web design or architecture, become more attainable for our students as well. Finally, devices with additional accessibility features (larger screens, touch screen enabled, compatibility with windows-based accessibility software) increases the overall access for DSPS students who cannot readily come to campus to use computers in our lab.



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

The iX1600 ScanSnap document scanners are essential for students that need to quickly digitize and organize course handouts, images, and other printed documents. We would plan to set up these scanners in our computer lab for direct student access.

The purchase of a one year subscription to Virtual Reading Coach is a program to measure and teach Decoding, fluency and comprehension skills to students with reading disorders. The program develops individualized lessons to remediate and increase reading ability and is provided to students directly through our Learning Disabilities Program.

The purchase of a one year, 25 seat license with Otter.ai audio recording software will assist DSPS students who are authorized for an audio recording accommodation. Otter.ai records audio and creates a synchronized transcript that is searchable, editable, and exportable. Students with an Otter.ai account can record live in-person or online lectures using a phone, tablet, or computer. After the audio recording is complete, students have access to both the audio and transcript directly in their account. This negates reliance on in-class peer note takers and encourages student autonomy.

The purchase of a one-year subscription to Glean Notetaking software will allow student to have a true note-taking application that enables users to interface with their notes differently than Otter. In addition to providing audio recording and transcription, students can upload their class materials to the platform to sync with their live lectures. Glean also provides tools for students to add notes, labels, photos, instantly screenshot classes, and define terms within the app. Glean is used at 100+ college campuses across the country and globally including Saddleback College, Harvard University, and the University of Hong Kong.

Ethernet adapters are a necessity for students who cannot successfully connect to Wifi in our High Tech Training Center. These adapters allow students to plug in their device directly to the network, eliminating any connectivity issues.

<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>Indicate with a check mark which requirements have been met, below.</p>	
<p>Requirements for Uses of Funds</p>	<p>MET</p>	<p>UNMET</p>
<p>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)]</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>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)]</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>



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

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 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 type="checkbox"/>	<input type="checkbox"/>



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

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.)



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

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 checked="" 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 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 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 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)]



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

<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 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.



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

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 **\$22,230.92**

Submitted by: **Corinne Haynes**

Date: **3/1/24**

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>							
Dell Latitude Laptop	4	\$734.50	\$809.79	\$3,239.15	Equipment	High	Yes
Fujitsu ScanSnap Document Scanner	2	\$526.99	\$581.01	\$1,162.01	Equipment	Medium	Yes
Glean Notetaking Software	75	\$121.00	\$133.40	\$10,005.19	Software	High	Yes
Otter.ai Transcription Software	25	\$240.00	\$264.60	\$6,615.00	Software	Medium	Yes
MindPlay Subscription	1	\$999.00	\$1,101.40	\$1,101.40	Subscription	High	Yes
Ethernet Adapter	4	\$24.53	\$27.04	\$108.18	Equipment	Low	Yes
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No

TOTAL \$22,230.92



Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

Review and Complete Purchase

LISA COURTO ,

Thank you for considering CDW•G for your technology needs. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
1CD1QC6	1/9/2024	USB-C TO ETHERNET ADAPTERS	4998533	\$108.18

IMPORTANT - PLEASE READ

Special Instructions: Beginning of customer text:
USB-C to Ethernet Adapters for
HiTech Training Center
End of customer text.

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Tripp Lite USB C to Gigabit Ethernet Adapter USB Type C to Gbe 10 100 1000	4	4921430	\$24.53	\$98.12
Mfg. Part#: U436-06N-GB UNSPSC: 43201404 Contract: ClgBuys-CSU Master Agmt #00004442 Catalog (00004442)				

SUBTOTAL	\$98.12
SHIPPING	\$0.00
SALES TAX	\$10.06
GRAND TOTAL	\$108.18

PURCHASER BILLING INFO	DELIVER TO
Billing Address: SANTA MONICA COMMUNITY COLLEGE ACCTS PAYABLE 1900 PICO BLVD PURCHASING DEPT SANTA MONICA, CA 90405-1644 Phone: (310) 434-4494 Payment Terms:	Shipping Address: SANTA MONICA COLLEGE ATTN:LISA COURTO 1900 PICO BLVD SANTA MONICA, CA 90405-1644 Phone: (310) 434-4494 Shipping Method: DHL-Post Office, GND 3-5 days
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

Katie Loehr | 800.808.4239 | katie.loehr@cdwg.com

Free shipping. Easy returns within 30 days. See Details | Questions? Call 877-ASK-DELL or Click to Chat

Cart (4 items)

Items Quantity Price



Latitude 3540 Laptop

Quantity: 4

Price: \$3,218.68 - \$280.00 = \$2,938.68

Tech Specs

Warranty & Support

Ready to Ship Ships within 1 business day

Earn Dell Rewards You will earn up to 8,816 Rewards with this purchase Get an additional 1,000 points when you enroll as a new Dell Rewards member.

Coupon Enter code Apply Coupon

Summary table with 2 columns: Item, Price. Rows: Items (4) \$3,218.68, Savings -\$280.00, Delivery FREE, Estimated Tax \$230.88, Total \$3,169.56

Estimated Delivery Thursday, March 07

Checkout button

Special FinancingB, and 5000 bonus points when you open Dell Pay Credit AccountD and enrolled in Dell RewardsD*. Learn more | Pre-Qualify Now

Open a Dell Pay Credit or Dell Business Credit^ account and get:

- Special financing offers
5000 Bonus points* for new accounts when enrolled in Dell RewardsD

Personal Financing This purchase qualifies for special financing.B

Business Financing Items in this order are eligible for 3 months special financing^ Eligible items

Contact Us button



Corinne Haynes
haynes_corinne@smc.edu

Upgrade to Otter Business

< Back

Order summary

Billing cycle

Yearly *Save 33%*
\$20 user/month
(billed \$6,000 yearly)

Monthly
\$30 user/month
(billed \$750 monthly)

Number of users

Users ⓘ ~~\$9,000~~ \$6,000

[Apply coupon code](#)

Total ⓘ **\$6,000.00**

Auto renews on Feb 28, 2025 USD

Name of your company or school

Santa Monica College

Payment [Don't see your payment type?](#)

Card information

1234 1234 1234					
MM / YY	CVC				

I agree to the [Terms of Service](#) and [Privacy Policy](#)

Purchase

Frequently asked questions

Some content in this message has been blocked because the sender isn't in your Safe senders list. I trust content from josh.hartrick@glean.co.

| Show blocked content

JH

Reply Reply all Forward [

To: HAYNES_CORINNE

Tue 2/27/2024 7:21 AM

Cc: Tamsin Cox-Walsh <tamsin.cox-walsh@glean.co>

CAUTION: This email originated outside SMC.

Hi Corinne,

I hope you are well and thank you for the email!

It's been another busy year at Glean and our team has grown to match. We've added some new faces and adjusted how many customers each person will work with, so that we can continue to provide you with the best support.

That being said, I'd like to introduce you to the amazing Tamsin Cox-Walsh, who will be your new Customer Success Manager (CSM) going forward. I can see you have booked in some time for the 29th, so I will invite Tamsin to along and introduce you both.

The figures are as follows, and we can discuss these further on the call too:

Glean for Education 50 licences: \$6,300 + (\$1,500 Live Captions)

Glean for Education 75 licences: \$7,350 + (\$1,750 Live Captions)

Glean for Education 100 licences: \$8,400 + (\$2,000 Live Captions)

I have added the cost for live captions here too. Let me know if you have any questions at all. 😊

Best,

Josh Hartrick

Senior Customer Success Manager

josh.hartrick@glean.co

Book a call with me [here](#)



5151 East Broadway Blvd, Suite 1403
Tucson, AZ 85711
Phone 1-800-221-7911
Fax 1-520-888-7904

Created Date 2/29/2024
Quote Number 00003487
Expiration Date 12/31/2024

Prepared by Amy Katschke
with MindPlay Inside Sales

Account Name Santa Monica College
Bill To 1900 Pico Blvd.mc75
Santa Monica, California 90405
United States

Quantity	Product Number	Product	Description / Duration	Sales Price	Total Price
1.00	70156A-1Y	MindPlay Virtual Reading Coach (MVRC)	Seat Subscription - 1 Year	\$999.00	\$999.00
			Subtotal	\$999.00	
			Grand Total	\$999.00	

Submit purchase orders to:

orders@mindplay.com


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Shopping Cart

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ADD ITEM TO CART

Add

ITEM	AVAILABILITY	PRICE	QUANTITY	ITEM TOTAL
 <p>Fujitsu ScanSnap iX1600 Premium Bundle Document Scanner with 4 Year Depot W</p> <p>MFG Part: CG01000-310060 CDW Part: 7630394 UNSPSC: 44102200</p>	<p>In Stock</p> <p>Get it Tuesday, March 5</p>	<p>\$595.00</p> <p>\$526.99</p> <p>Advertised Price</p>	<p>2</p>	<p>\$1,053.98</p>

Order Summary

Subtotal: \$1,053.98

Tax and Shipping calculated at checkout.

Lease Option Pricing ?
\$30.58 / Month


[Checkout](#)

Top Recommendations

Tripp Lite Portable... (122)

\$389.99
Advertised Price


Add to Cart



Tripp Lite 4U Wall Mount... (7)

\$910.00
Advertised Price


Add to Cart



Canon imageFORMU... (7)

\$1,158.99
Advertised Price


Add to Cart



EIZO 27" 2560x1440 Wi... (194)

\$219.00
Advertised Price


Add to Cart



ASUS TUF Gaming... (194)

\$96.99
Advertised Price

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Customers Also Bought (12)

Tripp Lite Cat6 Gigabit Snagless... (1)

\$10.00


Add to Cart



Tripp Lite 4U Wall Mount Rack... (7)

\$389.99
Advertised Price


Add to Cart



Canon imageFORMULA DR... (7)

\$910.00


Add to Cart



Lenovo USB-C 65W AC Adapter - power... (194)

\$62.99


Add to Cart



Ubiquiti NanoBeam AC GEN2 NBE-5AC... (194)

\$96.99
Advertised Price

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District Aggregate Core Indicator Information (2023-2024)

Perkins V, Title I, Part D Local Application

Agreement # _____

SANTA MONICA DISTRICT

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

Cohort Year CTE Enrollments: 32,209

CTE Headcount: 13,001

(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		District Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
1 CTE Cohort*	3,978	4,216	91.75	91.75	94.35	2.6	11.8
2 Individuals Preparing for Non-Traditional Fields	1,260	1,321	91.75	91.75	95.38	3.6	12.8
3 Out of Workforce Individuals	149	162	91.75	91.75	91.98	0.2	9.4
4 Individuals with Economically Disadvantaged Families	2,405	2,503	91.75	91.75	96.08	4.3	13.5
5 English Learners	130	144	91.75	91.75	90.28	-1.5	7.7
6 Single Parents	166	178	91.75	91.75	93.26	1.5	10.7
7 Individuals with Disabilities	291	310	91.75	91.75	93.87	2.1	11.3
8 Homeless Individuals	2	3	91.75	91.75	66.67	N/A	N/A
9 Youth in Foster Care	37	37	91.75	91.75	100.00	8.3	17.4
10 Youth with Parent in Active Military	0	0	91.75	91.75	N/R	N/R	N/R

Core Indicator 2 - Cohort Yr: 2020- 2021 Earned Postsecondary Credential			Negotiated Level		District Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
11 CTE Cohort*	1,388	1,714	89.00	89.00	80.98	-8.0	0.9
12 Individuals Preparing for Non-Traditional Fields	425	526	89.00	89.00	80.80	-8.2	0.7
13 Out of Workforce Individuals	45	55	89.00	89.00	81.82	-7.2	1.7
14 Individuals with Economically Disadvantaged Families	832	1,012	89.00	89.00	82.21	-6.8	2.1
15 English Learners	62	73	89.00	89.00	84.93	-4.1	4.8
16 Single Parents	55	68	89.00	89.00	80.88	-8.1	0.8
17 Individuals with Disabilities	115	138	89.00	89.00	83.33	-5.7	3.2
18 Homeless Individuals	1	2	89.00	89.00	50.00	N/A	N/A
19 Youth in Foster Care	10	12	89.00	89.00	83.33	-5.7	3.2
20 Youth with Parent in Active Military	0	0	89.00	89.00	N/R	N/R	N/R

Core Indicator 3 - Cohort Yr: 2020- 2021 Non-traditional Program Enrollment			Negotiated Level		District Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
21 CTE Cohort*	1,536	4,118	26.00	26.00	37.30	11.3	13.9

* If no district target is available then state targets will be used.

District Aggregate Core Indicator Information (2023-2024)

Perkins V, Title I, Part D Local Application

22	Individuals Preparing for Non-Traditional Fields	1,534	4,118	26.00	26.00	37.25	11.3	13.9
23	Out of Workforce Individuals	58	164	26.00	26.00	35.37	9.4	12.0
24	Individuals with Economically Disadvantaged Families	907	2,326	26.00	26.00	38.99	13.0	15.6
25	English Learners	51	150	26.00	26.00	34.00	8.0	10.6
26	Single Parents	46	187	26.00	26.00	24.60	-1.4	1.2
27	Individuals with Disabilities	111	303	26.00	26.00	36.63	10.6	13.2
28	Homeless Individuals	0	3	26.00	26.00	0.00	N/A	N/A
29	Youth in Foster Care	9	35	26.00	26.00	25.71	-0.3	2.3
30	Youth with Parent in Active Military	0	0	26.00	26.00	N/R	N/R	N/R

Core Indicator 4 - Cohort Yr: 2020- 2021 Employment			Negotiated Level		District Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level	
	Count	Total	State	District				
31	CTE Cohort*	775	1,094	73.23	73.23	70.84	-2.4	4.9
32	Individuals Preparing for Non-Traditional Fields	224	309	73.23	73.23	72.49	-0.7	6.6
33	Out of Workforce Individuals	31	52	73.23	73.23	59.62	-13.6	-6.3
34	Individuals with Economically Disadvantaged Families	399	544	73.23	73.23	73.35	0.1	7.4
35	English Learners	26	50	73.23	73.23	52.00	-21.2	-13.9
36	Single Parents	37	51	73.23	73.23	72.55	-0.7	6.6
37	Individuals with Disabilities	46	76	73.23	73.23	60.53	-12.7	-5.4
38	Homeless Individuals	DR	DR	73.23	73.23	DR	N/A	N/A
39	Youth in Foster Care	5	5	73.23	73.23	100.00	N/A	N/A
40	Youth with Parent in Active Military	0	0	73.23	73.23	N/R	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:

_____ 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 list as (N/A, N/R)

District Chief Executive Officer: _____