



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: \$96,240.40	Date: 2/9/24
Program/Discipline Name: Early Childhood Education	
Program TOP Code: 1305	
Department: Education/Early Childhood	
Department Chair: Gary Huff	Email: huff_gary@smc.edu
Submitted by: Gary Huff	



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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.

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

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

14 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)			1078	1059	
Number of Concentrators			504	460	
Core Indicator 1: Postsecondary Retention & Placement	91.75	91.75	93.85	93.26	
Core Indicator 2: Earned Postsecondary Credential	89.0	89.0	95.22	92.83	
Core Indicator 3: Non-traditional Program Enrollment	26.0	26.0	6.78	5.11	
Core Indicator 4: Employment	73.23	73.23	72.61	75.14	



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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:

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

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:

Male students are the non-traditional ECE population. In our annual and 6-year program review, as well as our National Accreditation reports, we have recognized the lack of male participation in the ECE pathway as an ongoing challenge for our department and field. Current departmental results are better than industry averages for males in ECE. According to the National Association for the Education of Young Children, males make up only 3% of the early education workforce. Cultural biases against males working with babies and young children and predominately low wages are barriers that prevent many males from entering the field.

Male participation in intro-level courses that general education degree/transfer requirements remains much higher than in other courses within the pathway. Also, males in the pathway tend to be part-time, employed (outside of ECE) students.

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

Non-traditional student program enrollment will be supported by outreach, recruitment, and retention efforts led by dedicated ECE career counselors focusing specifically on higher wage earning positions in the field of ECE, such as Transitional Kindergarten teacher and other roles in education requiring the newly introduced PK-3 Credential.



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Core Indicator 4 (Employment):
 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:

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	2703	2541	94.0	34	0	114	316	0
2021 - 22	2445	2296	93.9	15	0	98	350	0
2022 – 23	2157	1899	88.0	12	0	110	162	0

ADVISORY COMMITTEE

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

Issue #1 - Extreme shortage of a qualified ECE workforce at all levels and positions. It is very difficult to attract, hire, and retain qualified individuals into ECE positions. This is especially true for infant/toddler teachers and assistant teachers. Empty positions are leading to an inability to operate centers at full capacity and contributing to financial loss, business closures, and an inability to serve the region’s workforce of parents/families.

Issue #2 - Children in early care and education settings are consistently exhibiting substantial learning loss and delays in learning compared with previous cohorts as a result of the COVID pandemic. There is a strong need for educators to be fully trained and competent in providing trauma informed care.



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

Issue #1 - Dedicated ECE Counselors will provide outreach, recruitment, education planning, academic counseling, resource and referral support, transfer guidance specific to the field of education, and support students in attaining the necessary permits/credentials needed to enter and be retained into the ECE workforce.

Issue #2 - ECE Faculty will participate in an intensive training in trauma informed care in early childhood education with the purpose of curriculum development in this topic leading to new credit and noncredit courses and possible a new certificate pathway in this area.

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

A key goal for our department is to be a state and regional leader in aligning our curriculum and assessment to new (and still evolving) PK-3 credential requirements. Dedicated academic counselors are integral in supporting students as they navigate the increasingly complex and often confusing pathways to meet their personal and professional goals in the field. This will support an increase in new and more diverse, qualified entrants to the workforce and ensure they are participating in the most current and responsive curriculum available in the state.

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)

Issue #1 - The complexity of the current and planned future pathways in early childhood education make it challenging for our students to get accurate and robust support from the general or transfer counseling services that currently exist. Different preparation and experience requirements exist for private, public, infant/toddler, preK, TK, elementary, and other pathways. Dedicated academic counselors in ECE ensure that students' needs can be met in the most accessible manner possible, ensuring their success and timely progression toward their academic and career goals.

Issue #2 - The increasingly hybrid nature of classes, professional development, and advisory participation from community partners has created a strong need for upgraded equipment to more



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smoothly facilitate meetings. The college's ECE classrooms and other spaces are not outfitted with the technology needed to include all partners in ways that allow them to fully participate in convenings.

Issue #3 - The Advisory Committee has identified a strong need for curriculum related to trauma informed care in ECE. Current ECE faculty do not have enough expertise in this area and require additional professional development to be able to develop an appropriate and high-quality curriculum plan in this topic.

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.)

Issue #1 will be addressed by offering dedicated ECE counseling services to students during the fall, winter, and spring sessions. Activities will include individual and group advisement, outreach and recruitment events, student education planning, ongoing course planning assistance to align with ed plans, transfer assistance, and individual support with obtaining the permits/credentials needed to enter and maintain employment in the ECE workforce.

Issue #2 will be addressed through the purchase of video conferencing equipment (OWLs X 2) to improve our ability to engage and fully interact with our ECE advisory team, to host professional development sessions, and support students enrolled in ECE classes when the need arises.

Issue #3 will be addressed by faculty participation in shared professional development training (cohort style) in the topic of trauma informed care. The product of which will be a written course outline of record for a new credit and noncredit course in Trauma Informed Care in ECE (to address an Advisory Board identified need).



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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)]	X <input 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)]	X <input 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)]	X <input 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)]	X <input 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)]	X <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)]	X <input 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.)

N/A



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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 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 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 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)]
X <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 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)]
X <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)]
X <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
- X 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 **\$96,240.40**

Submitted by: **Gary Huff**

Date: **2/9/24**

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>							
Part-Time Counselor (Academic & Child Development Permit Advising and PK-3 Credential Advisement)			\$0.00	\$0.00	Stipend	Low	No
<u>Fall 2024 and Spring 20245</u>			\$0.00	\$0.00	Stipend	Low	No
\$86/hr x 21 hrs/wk x 32 weeks = \$57,792			\$0.00	\$57,592.00	Stipend	High	Yes
Benefits @30% = \$17,338			\$0.00	\$17,338.00	Stipend	High	Yes
Total = \$75,130			\$0.00	\$0.00	Stipend	Low	No
<u>Winter Intersession 2024</u>			\$0.00	\$0.00	Stipend	Low	No
\$86/hr x 18 hrs/wk x 6 weeks = \$9,228			\$0.00	\$9,228.00	Stipend	High	Yes
Benefits @ 30% = \$2,768.40			\$0.00	\$2,768.40	Stipend	High	Yes
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No
Meeting Owl 3	2	\$1,049.00	\$1,157.00	\$2,314.00	Equipment	Medium	Yes
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No
Faculty Professional Development on Trauma Informed		\$7,000.00	\$0.00	\$7,000.00	Other	Medium	Yes
Care for curriculum development			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No

TOTAL \$96,240.40

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

1305 - Child Development/Early Care and Education

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

Cohort Year CTE Enrollments: 2,299 CTE Headcount: 1,059

(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*	429	460	91.75	91.75	93.26	1.5
2 Individuals Preparing for Non-Traditional Fields	18	19	91.75	91.75	94.74	3.0
3 Out of Workforce Individuals	26	30	91.75	91.75	86.67	-5.1
4 Individuals with Economically Disadvantaged Families	257	268	91.75	91.75	95.90	4.1
5 English Learners	15	18	91.75	91.75	83.33	-8.4
6 Single Parents	38	42	91.75	91.75	90.48	-1.3
7 Individuals with Disabilities	29	30	91.75	91.75	96.67	4.9
8 Homeless Individuals			91.75	91.75	N/R	N/R
9 Youth in Foster Care	6	6	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*	220	237	89.00	89.00	92.83	3.8
12 Individuals Preparing for Non-Traditional Fields	3	5	89.00	89.00	60.00	N/A
13 Out of Workforce Individuals	13	15	89.00	89.00	86.67	-2.3
14 Individuals with Economically Disadvantaged Families	131	144	89.00	89.00	90.97	2.0
15 English Learners	15	15	89.00	89.00	100.00	11.0
16 Single Parents	21	24	89.00	89.00	87.50	-1.5
17 Individuals with Disabilities	17	18	89.00	89.00	94.44	5.4
18 Homeless Individuals			89.00	89.00	N/R	N/R
19 Youth in Foster Care	3	4	89.00	89.00	75.00	N/A
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*	30	587	26.00	26.00	5.11	-20.9
22 Individuals Preparing for Non-Traditional Fields	30	587	26.00	26.00	5.11	-20.9
23 Out of Workforce Individuals		36	26.00	26.00	0.00	-26.0
24 Individuals with Economically Disadvantaged Families	16	310	26.00	26.00	5.16	-20.8

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25 English Learners		22	26.00	26.00	0.00	-26.0
26 Single Parents		54	26.00	26.00	0.00	-26.0
27 Individuals with Disabilities	4	34	26.00	26.00	11.76	-14.2
28 Homeless Individuals			26.00	26.00	N/R	N/R
29 Youth in Foster Care		6	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*	136	181	73.23	73.23	75.14	1.9
32 Individuals Preparing for Non-Traditional Fields	DR	DR	73.23	73.23	DR	N/A
33 Out of Workforce Individuals	9	16	73.23	73.23	56.25	-17.0
34 Individuals with Economically Disadvantaged Families	69	87	73.23	73.23	79.31	6.1
35 English Learners	9	14	73.23	73.23	64.29	-8.9
36 Single Parents	14	19	73.23	73.23	73.68	0.5
37 Individuals with Disabilities	8	11	73.23	73.23	72.73	-0.5
38 Homeless Individuals			73.23	73.23	N/R	N/R
39 Youth in Foster Care	DR	DR	73.23	73.23	DR	N/A
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:

_____ 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)

Department Chair (or authorized Designee) : _____ Gary Huff, EDUC/ECE Dept. Chair