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

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

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

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

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

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

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

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

More information on AS Funding Proposals, including timelines click here.

Associates

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

Chairs of Excellence

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

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

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

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

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

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

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

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

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

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

Changes in the Use and Administration of Perkins Funds

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

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

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

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

    Individuals with Disabilities
    Economically Disadvantaged
    Non-traditional Fields

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

Please submit one application per TOP code

Total Funding Perkins Requested: $105,654   Date: 2.1.2024
Program/Discipline Name: Interaction Design (IxD) Bachelor's Degree Program)
Program TOP Code: 1099
Department: Design Technology
Department Chair: Sheila Cordova   Email: cordova_sheila@smc.edu
Submitted by: Nicole Chan

Check all activity categories to be funded with Perkins V:

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

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

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

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

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

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

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

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

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

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

NOTE: * CODING ERRORS SHOULD BE CORRECTED NEXT YEAR

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

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

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

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

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

https://misweb.ccccco.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 (Data is 2023-24)	2024-2025 Local Negotiated Level (Data is 2023-24	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)			44	51	N/A
Number of Concentrators			33	40	N/A
Core Indicator 1: Postsecondary Retention & Placement	91.75	91.75	86.84	86.96	N/A
Core Indicator 2: Earned Postsecondary Credential	89.00	89.00	100	100	N/A
Core Indicator 3: Non-traditional Program Enrollment	26.00	26.00	N/R	N/R	N/A
Core Indicator 4: Employment	73.23	73.23	52.63	78.57	N/A

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   **X Below**

If this indicator is below, please state why:

SMC IxD is in the early stages of establishing best practices, strategy and systems to address supporting incoming and current students, as well as alumni of the program for career and professional development.

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

The Center for Media Student Design Tutors launched during the Fall of 2023 semester. SMC IxD students that are experts in both software and technical have been hired as tutors to support Graphic Design A.S. and the IxD B.S. program. Peer to peer tutoring support for both the Graphic Design and IxD programs has also been requested by students.

SMC IxD Alumni are invited by faculty each semester to participate in class critiques with current student projects and also as IxD mentor's to review student work and offer feedback and support on the job application process in conjunction with faculty and career services.

Core Indicator 2 (Earned Postsecondary Credential):
Is this indicator above or below the state negotiated level? **X 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 **N/R**

If this indicator is below, please state why:

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

Core Indicator 4 (Employment):

Is this indicator above or below the state negotiated level? **X 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 (18 units and above)	No. of Department Certificates Awarded (fewer than 18 units)
2020 - 21	248	247	99.6	0	26	26	17	
2021 - 22	247	245	99.2	0	21	23	28	
2022 – 23	214	214	100	0	27	30	20	

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 major theme discussed with the IxD Industry Advisory Committee has been focused on the IxD student experience by supporting the ever changing needs in the interaction design field and industry. Providing students during the time in the B.S. program with not only industry best practices with hard skills but also embedding soft skills equips students with tools needed to be competitive in design and technology. Students graduate with not only a strong portfolio of work to apply for internships and full-

time employment but also the soft skills needed to be valuable parts of collaborative cross-functional teams.

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

By developing and supporting experiential learning the IxD program plan is strongly based on a student worker budget that focuses on skill based and experiential learning projects for career and professional development. By creating a design studio environment student workers learn first hand and practice hard and soft skills by contributing to real-world projects. Together with full-time faculty the student design team develops, maintains, and promotes IxD work, program culture, and experiences. This collaboration is necessary to reach relevant audiences and promote the program to future applicants and future industry partners.

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

Experiential learning is a cornerstone of the SMC IxD program. By embedding into the student experience a holistic and practical approach to learning that fosters creativity, critical thinking skills through project-based learning, students are graduating with indispensable skills for their success in the dynamic and ever-evolving field of design and technology.

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)

The IxD program improvements address increasing enrollments, career education, experiential learning, and job placement and preparedness for SMCIxD students.

The challenges the IxD program faces relate to the continued establishment of a robust, competitive B.S. program with strong support systems and programs that address marketing, community, student journey, student soft skills and growth mindsets, alumni network, industry and community sponsored class projects, internships and mentorships, career and professional systems, and networking.

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.)

Onboarding students and semester kick-off events: The planning for onboarding new cohorts changes from year-to-year, so it is necessary to be systemized, planned, curated, promoted and delivered annually.

Soft Skills and Growth Mindset: Extracurricular academic projects and activities help establish the life-long culture of learning, promote unity, and collaboration spirit and culture within the program as well as demonstrate the value of the program to the prospective applicants. Promoting this work increases enrollments, career education awareness, the development of valuable critical thinking and problem solving, soft skills, and job placements for students by interacting with industry and working designers.

Industry and Community Sponsored Projects: Close partnerships with industry leaders allows the program to gain valuable resources and helps the students create connections and hands-on experience in the design and tech industry. Sharing the outcomes of this work highlights the students and the skills and projects they are creating through experiential learning.

Experiential Learning: Experiential learning nurtures the development of a designer's professional identity. Through real-world projects, students gain insights into the practical aspects of the profession, such as client interactions, project management, and the business side of design. This holistic approach prepares students not only as skilled designers but as well-rounded professionals who can navigate the complexities of the design industry after graduation.

Alumni Network, Creating Connections and Tracking Outcomes: Making connections with Alumni with incoming and current students creates connections to industry, potential partnerships and internships/jobs.

Below are the six §135(b) Requirements for Uses of Funds. Programs receiving these funds shall use such funds to A) develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment (CLNA) and B) support CTE programs that are sufficient size, scope, and quality to be effective and that	*Indicate with a check mark which requirements have been met, below.*	
Requirements for Uses of Funds	**MET**	**UNMET**
1. Provide career exploration and career development activities through an organized, systemic framework designed to aid students, including in middle grades, before enrolling and while participating in a career technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. [§135(b)(1)]	**x**	☐
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**	☐
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**	☐
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**	☐
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**	☐
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**	☐

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

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

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

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

students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree. [§135(c)(12)]
☐ Develop and support small, personalized career-themed learning communities. [§135(c)(13)]
☐ Provide support for family and consumer sciences programs. [§135(c)(14)]
☐ Provide CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
☐ Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
☐ Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
☐ Provide support for training programs in automotive technologies. [§135(c)(18)]
☐ Support innovative initiatives, which may include: a) improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; b) establishing, enhancing, or supporting systems for: i) accountability data collection under this Act, or reporting data under this Act; ii) implementing cCTE programs of study described in section 122(c)(1)(A); or iii) implementing technical assessments. [§135(c)(19)]
☐ Support other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

Check One: Activities described in this proposal will be funded

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

The following are NOT allowable expenditures under Perkins V:

1. Entertainment
2. Awards and memorabilia
3. Individual memberships
4. College tuition, fees, books
5. Membership with orgs. that lobby
6. Fines and penalties
7. Insurance/self-insurance
8. Expenses that supplant

9. Audits, except single audit
10. Contributions and donations
11. Contingencies
12. Facilities and furniture *
13. General advertising
14. Alcohol
15. Fund raising
16. General administration
17. Faculty Salaries (for Instruction with the exception of adult or out-of-school youth)

EDGAR

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

No State or subgrantee may use its grant or subgrant for acquisition of real property or for construction unless specifically permitted by the authorizing statute or implementing regulations for the program.
The interpretation of the Chancellor's Office is that construction is not an allowable expenditure.

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

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

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

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet and the core indicator report along with your application.** If you need assistance with budget development please contact the Perkins V Program Coordinator for assistance at x4023.
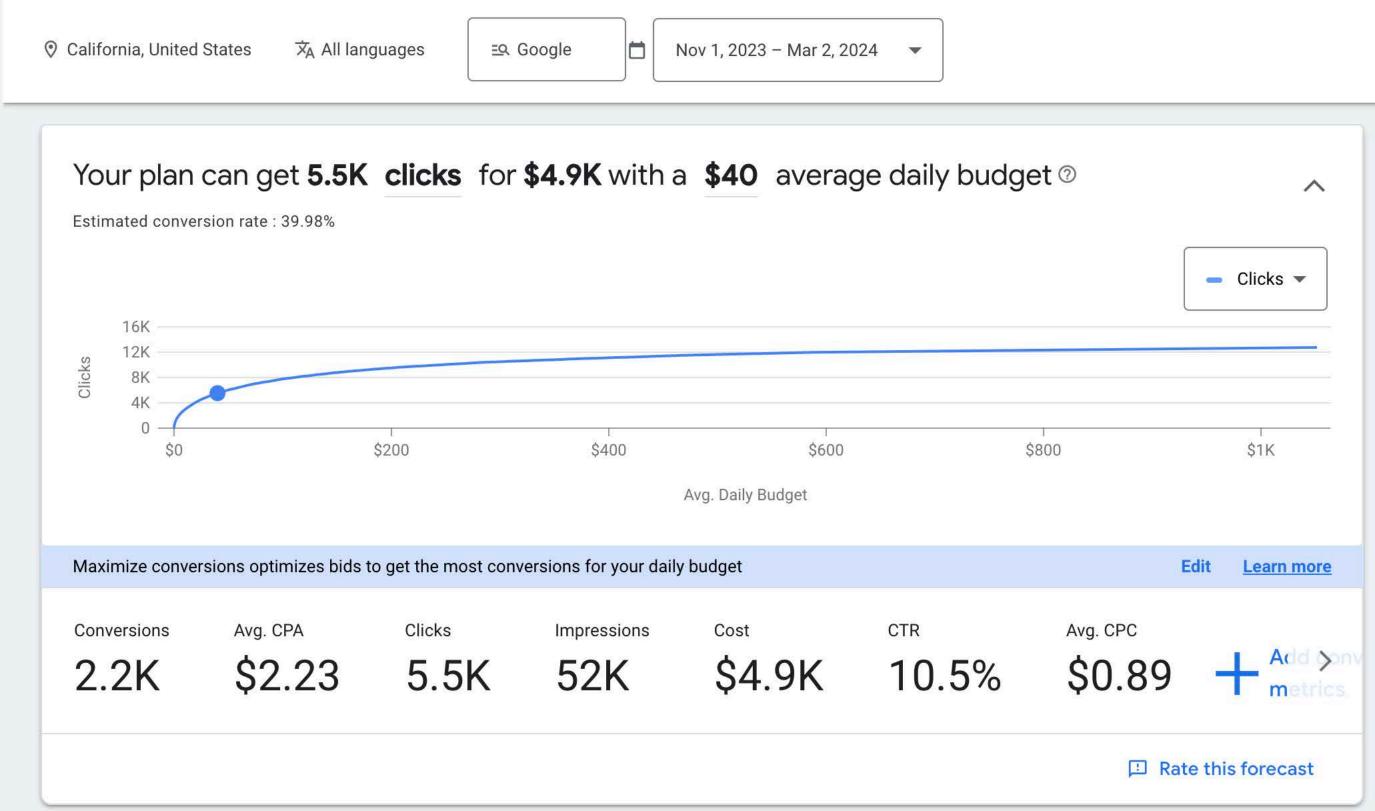
Total amount of Perkins V funding being requested for 2024-2025

Submitted by: Nicole Chan   Date: 2.1.2024

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?
For stipends, please include benefit rate at 30%							
Social Media Marketing Campaigns (Instagram, Facebook)	1	$7,000.00	$7,717.50	$7,717.50	Social Media/Adver	High	Yes
Print Marketing Materials (updating and creating content)	1	$2,000.00	$2,205.00	$2,205.00	Social Media/Adver	Medium	Yes
Google Ads	1	$5,000.00	$5,512.50	$5,512.50	Social Media/Adver	Low	Yes
LinkedIn Marketing	1	$5,000.00	$5,512.50	$5,512.50	Stipend	Low	Yes
Student Worker Budget (6 students, Fall/Spring)	1	$60,000.00	$66,150.00	$66,150.00	Student Help	High	Yes
Video Marketing Materials (updating and creating content)	1	$10,000.00	$11,025.00	$11,025.00	Social Media/Adver	Low	Yes
			$0.00	$0.00	Stipend	Low	No
			$0.00	$0.00	Stipend	Low	No
			$0.00	$0.00	Stipend	Low	No
			$0.00	$0.00	Stipend	Low	No
			TOTAL	**$98,122.50**			

Your plan can get **5.5K** **clicks** for **$4.9K** with a **$40** average daily budget ⓘ   ⌃

Estimated conversion rate : 39.98%

	Clicks ▾

Maximize conversions optimizes bids to get the most conversions for your daily budget   **Edit**   **Learn more**

Conversions	Avg. CPA	Clicks	Impressions	Cost	CTR	Avg. CPC	
2.2K	$2.23	5.5K	52K	$4.9K	10.5%	$0.89	✛ Add conv metrics ❯

🗩 Rate this forecast

Billing #221029396

Santa Monica College

1900 Pico Boulevard
Santa Monica, CA 90405, United States

SlideRoom
billing@slideroom.com
+1 (617) 729-2758

#221029396

Item	Due to smcixd	Due to SlideRoom
SlideRoom Annual Account Fee - 10/16/2022 - 10/15/2023		$1,100.00
	Due To SlideRoom	$1,100.00
	Due To smcixd	$0.00
	Total Due to SlideRoom	**$1,100.00** USD
	Balance due Nov 16, 2022	

For a W-9 or other payment information please email: billing@slideroom.com

Checks should be made payable to SlideRoom Technologies and mailed to:
SlideRoom Technologies
c/o Liaison International
311 Arsenal Street, Ste. 5600
Watertown, MA 02472

From | **Webflow, Inc.**
398 11th Street
2nd Floor
San Francisco, CA 94103
United States
EIN - 46-1068692

Invoice For | **SMC's Workspace**
IXD@smc.edu

INVOICE

Invoice ID	in_0Na1XEo2ZNzxqgUA1MhJvy9z	Paid By
Invoice Number	1690830820	
Date	Jul 31st 2023	
Site ID	smc-interaction-design-website	
Status	paid	

Sherri Himelstein
visa ending in 3515
1900 Pico Blvd
Santa Monica, California 90405
United States

Description	Unit Price (USD)	Quantity	Amount
1 Site × Business Hosting (at $468.00 / year), from Jul 31st 2023 to Jul 31st 2024	USD 468.00	1	USD 468.00
Grace period price adjustment (Business Hosting, Jul 31st 2023)	-	-	USD -36.00

Subtotal	USD 432.00
Total	USD 432.00
Amount Due	**USD 432.00**
Ending Balance	USD 0.00

If you have any questions about this invoice, please email us at billing@webflow.com

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

1099 - Other Fine and Applied Arts

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

Cohort Year CTE Enrollments: 235   **CTE Headcount: 51**

(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*	40	46	91.75	91.75	86.96	-4.8
2 Individuals Preparing for Non-Traditional Fields			91.75	91.75	N/R	N/R
3 Out of Workforce Individuals	1	1	91.75	91.75	100.00	N/A
4 Individuals with Economically Disadvantaged Families	25	27	91.75	91.75	92.59	0.8
5 English Learners	2	2	91.75	91.75	100.00	N/A
6 Single Parents			91.75	91.75	N/R	N/R
7 Individuals with Disabilities	6	6	91.75	91.75	100.00	N/A
8 Homeless Individuals			91.75	91.75	N/R	N/R
9 Youth in Foster Care			91.75	91.75	N/R	N/R
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*	27	27	89.00	89.00	100.00	11.0
12 Individuals Preparing for Non-Traditional Fields			89.00	89.00	N/R	N/R
13 Out of Workforce Individuals			89.00	89.00	N/R	N/R
14 Individuals with Economically Disadvantaged Families	15	15	89.00	89.00	100.00	11.0
15 English Learners	2	2	89.00	89.00	100.00	N/A
16 Single Parents			89.00	89.00	N/R	N/R
17 Individuals with Disabilities	3	3	89.00	89.00	100.00	N/A
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*			26.00	26.00	N/R	N/R
22 Individuals Preparing for Non-Traditional Fields			26.00	26.00	N/R	N/R
23 Out of Workforce Individuals			26.00	26.00	N/R	N/R
24 Individuals with Economically Disadvantaged Families			26.00	26.00	N/R	N/R

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25	English Learners			26.00	26.00	N/R	N/R
26	Single Parents			26.00	26.00	N/R	N/R
27	Individuals with Disabilities			26.00	26.00	N/R	N/R
28	Homeless Individuals			26.00	26.00	N/R	N/R
29	Youth in Foster Care			26.00	26.00	N/R	N/R
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*	22	28	73.23	73.23	78.57	5.3
32 Individuals Preparing for Non-Traditional Fields			73.23	73.23	N/R	N/R
33 Out of Workforce Individuals			73.23	73.23	N/R	N/R
34 Individuals with Economically Disadvantaged Families	15	17	73.23	73.23	88.24	15.0
35 English Learners	DR	DR	73.23	73.23	DR	N/A
36 Single Parents			73.23	73.23	N/R	N/R
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:

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

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

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

Department Chair (or authorized Designee) :_____