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*)

<p style="text-align:center;color:red;">**Please submit one application per TOP code**</p>

Total Funding Perkins Requested: **$50,414.55**	Date:**2/8/2024**
Program/Discipline Name: **Journalism**	
Program TOP Code: **0602**	
Department: **Communication and Media Studies**	
Department Chair: **Nancy Grass**	Email: **grass_nancy@smc.edu**
Submitted by: **Gerard Burkhart**	

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.

3 of the 40 are at or above the District negotiated level(s);
0 of the 40 are below the District negotiated level(s);
37 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.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)			26	42	
Number of Concentrators					
Core Indicator 1: Postsecondary Retention & Placement	91.75	91.75	96.15	95	
Core Indicator 2: Earned Postsecondary Credential	89	89	96	100	
Core Indicator 3: Non-traditional Program Enrollment	26	26	N/R	N/R	
Core Indicator 4: Employment	73.23	73.23	D/R	DR	

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:
This information was listed as 'Not Reported' on the core indicator report.

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? ☐ Above   ☐ Below

If this indicator is below, please state why:
This information was reported as 'DR', citing privacy requirements.

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	1844	1656	90%	0	0	24	0	0
2021 - 22	1515	1397	92%	0	0	11	0	0
2022 – 23	641	537	83.87%	0	0	17	0	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? Audience engagement has been a recurring theme during our program's advisory board meetings. Ensuring that our students have the skills to understand audience analytics and translate that data into comprehensive content plans has become a major focus of our program. With the creation of Journalism 7/Media 25, we were able to build a learning lab where students practice audience engagement principles while driving the strategic content plan for all the Corsair newspaper's social media platforms. In addition, our program worked with the Math department to create a themed Math 54 course that specifically covered statistics and analytics for journalists and audience engagement editors. In addition, our program advisory board also recommends ensuring our journalism students learn how to produce a multitude of content across various platforms from social media, platform specific content and video/audio content to photojournalism photo stories/audio slide shows and written content with supporting infographics rooted in data journalism.
2. How will your Perkins V Project address these issues?

A large part of audience engagement is platform specific content creation and media convergence, where journalists produce content for a multitude of digital platforms. In order to ensure we are preparing our students for what's next in the journalism industry, especially in the audience engagement vertical and digital content creation area, we need to give our students access to the most cutting edge and industry standard equipment and provide ways for our journalism students to collaborate with our media production students. In addition, sending students to journalism conferences provides necessary exposure to both professional

journalists and fellow student journalists. At these conferences, our

students can share content strategy and find out what new equipment is emerging to help them produce quality and award-winning content. Our goal is to always prepare our students for where the industry will be in ten years from now, rather than just teaching them how the industry currently functions.

3. How do your planned activities relate to your program plan or program review?
Our program plan is always to prepare students to be thought leaders and innovators in the journalism industry. Ensuring that our students have access to the latest and industry standard equipment and can attend journalism conferences to network and learn from professional journalists is part of that plan. The funding we are requesting will meet those

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 major hurdle we've experienced as a program has been the impact the pandemic has had on our students. The shift to online learning was not kind to everyone, regardless of how we tried to mitigate any challenges or barriers. We have started to shift our flagship course, The Corsair Newspaper, fully on- ground this last spring semester. This will allow our students to gain full access to equipment, newsroom computers with editing software and the television and radio studios to record and broadcast content. Before the pandemic, we were making great strides toward increasing enrollment, retention, and completions, in part due to new equipment we received as part of our last big Perkins request. Our goal is to duplicate these efforts this year with another Perkins request for equipment and funding for student travel to journalism conferences.

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.)

Prior to the pandemic, The Corsair newspaper students often, but not consistently worked with media production students to create content across multiple different digital platforms. Our plan now that both Corsair students and media production students are back on ground is to provide them with the latest camera, lighting, audio, and support equipment so the students may start collaborating again in a more formalized and consistent manner in order to create content across YouTube, Sound cloud, Streaming, TikTok and other social media platforms. The students often are nationally and regionally recognized for the content they produce, which adds to their portfolios and puts them in a better position to compete for internships, entry level journalism jobs and transfer to four-year institutions. We currently have former students working for Harper's Bazaar, the Los Angeles Times, the Southern California News Group, City News Service, Fox Sports Southwest, NBC, Report for America, KCRW, NFL.com and more. In addition, we are requesting an updated Apple mac pro laptop with 1TB of memory to ensure the faculty lead and advisor of The Corsair Newspaper can download, review, and give detailed feedback on digital content to ensure students improve throughout each semester. The photo

specific gear is the recommendation of photo editors from the Los Angeles Times as professional equipment students need in order to be prepared for the current and growing marketplace. Finally, we have requested funding to contribute to the CMD student showcase in June 2024 and in future semesters so our students may present their work to fellow students, members of the SMC community and industry representatives. In connection with this funding, we've also asked for funds to create program specific marketing materials for the CMD student showcase.

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)]	☒	☐
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)]	☒	☐
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)]	☒	☐
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)]	☒	☐
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)]	☒	☐
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)]	☐	☒

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.)

Our program will develop and implement student evaluations to gauge the effectiveness of our efforts in creating a more collaborative content creation environment between the journalism and media production students. We will share the evaluation survey with students at the end of Spring 2024 and discuss the survey findings as a program to determine if any changes need to be made.

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)]
☒ 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)]
☒ 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)]
☒ 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
☐ 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 **$50,414.55**

Submitted by: **Gerard Burkhart**   Date: **2/8/2024**

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?
Canon EOS R6 Mark II Mirrorless Camera Body	4	$2,499.00	$2,755.15	$11,020.59	Equipment	High	Yes
SanDisk 128GB Extreme PRO UHS-II SDXC Memory Card	6	$119.95	$132.24	$793.47	Equipment	High	Yes
Canon Eos R5 body	2	$3,399.00	$3,738.00	$7,476.00	Equipment	High	Yes
Canon RF 24-70mm f/2.8 L IS USM Lens	3	$2,399.00	$2,644.90	$7,934.69	Equipment	High	Yes
Hoya 82mm UV HD3 Filter for 24-70	3	$166.00	$183.02	$549.05	Equipment	High	Yes
Canon RF 70-200mm f/2.8 L IS USM Lens	3	$2,799.00	$3,085.90	$9,257.69	Equipment	High	Yes
Hoya 72mm UV HD3 Filter for 70-200	3	$125.90	$138.80	$416.41	Equipment	High	Yes
Canon Mount Adapter EF-EOS R	1	$129.99	$143.31	$143.31	Equipment	High	Yes
Canon RF100-500mm F4.5-7.1 L IS USM	1	$1,899.00	$2,093.65	$2,093.65	Equipment	High	Yes
E6N/LP-E6 batteries	6	$79.99	$88.19	$529.13	Equipment	High	Yes
Heliopan 77MM UV Multi Coat Filter for 100-500 lens	1	$132.20	$145.75	$145.75	Equipment	High	Yes
Canon ST-E3-RT Speedlite Transmitter (Version 2)	2	$299.00	$329.65	$659.30	Equipment	High	Yes
Student Travel to Journalism Conference	3	$1,500.00	$1,653.75	$4,961.25	Conference	Medium	Yes
16-inch MacBook Pro - Silver Hardshell case/Dongle/Apple care	1	$4,022.00	$4,434.26	$4,434.26	Equipment	High	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
			$0.00	$0.00	Stipend	Low	No

TOTAL $50,414.55

	Faculty	Student	Student	Student	TOTAL
CCMA award banquet	$45.00	$45.00	$45.00	$45.00	**$180.00**
Registration	$145.00	$145.00	$145.00	$145.00	**$580.00**
Hotel (3 nights @ $291	$875.54	$875.54	$875.54	$0.00	**$2,626.62**
Meals 4 x 74	$296.00	$296.00	$296.00	$296.00	**$1,184.00**
Rental Van	$550.32	$0.00	$0.00	$0.00	**$550.32**
TOTAL	$1,911.86	$1,361.54	$1,361.54	$486.00	**$5,120.94**

La Jolla'24
ACPCONFERENCE.ORG

ASSOCIATED COLLEGIATE PRESS
CALIFORNIA COLLEGE MEDIA ASSOCIATION · JOURNALISM ASSOCIATION OF COMMUNITY COLLEGES

DATE
March 7-9, 2024

LOCATION
Hyatt Regency La Jolla At Aventine

SPEAKERS
120+ sessions

ACP Spring National College Media Conference

Registration

Registration opens at noon on Friday Dec. 1.
$145 early bird, by Feb. 6
$165 starting Feb. 7

Hyatt Regency La Jolla at Aventine
$259 rooms

Consumer   Pro   Business

FREE SHIPPING & HANDLING ON CAMERA & LENS PRODUCTS + EXTENDED RETURNS ON SELECT PRODUCTS ONLY

My Cart: 16 items
Est. Total $33,286.97

CHECKOUT

♡   ✕

EOS R5 Body
SKU: 4147C002

Quantity: 2⌄

Merchandise type: New

Protect your Product with a CarePAK Plan Learn More   **$6,798.00**
                                                               In Stock
| 4-Year Plan **$336.99** BEST VALUE! |

| 2-Year Plan **$186.99** |

                                                    ✅ FREE Standard Shipping
                                                    and Handling
                                                    ✅ FREE Standard Shipping
                                                    and Handling

♡   ✕

EOS R6 Mark II Body
SKU: 5666C002

Quantity: 4⌄

Merchandise type: New

Protect your Product with a CarePAK Plan Learn
More   **$9,196.00**   ~~$9,996.00~~
                                                                  In Stock
| 4-Year Plan **$249.99** BEST VALUE! |

| 2-Year Plan **$139.99** |

                                                    ✅ $200 Instant Savings
                                                    ✅ FREE Standard Shipping
                                                    and Handling
                                                    ✅ FREE Standard Shipping
                                                    and Handling

♡   ✕

                                                    $899.97
                                                    In Stock

Speedlite 430EX III-RT Camera Flash
SKU: 0585C003

Quantity: 3⌄

Merchandise type: New

Consumer   Pro   Business

2-Year Plan **$25.99**

♡   ✕

RF24-70mm F2.8 L IS USM

SKU: 3680C002

Quantity: 3 ⌄

Merchandise type: New

Protect your Product with a CarePAK Plan Learn More

4-Year Plan **$186.99** BEST VALUE!

2-Year Plan **$103.99**

$6,297.00

~~$7,197.00~~
In Stock

✅ $300 Instant Savings
✅ FREE Standard Shipping and Handling
✅ FREE Standard Shipping and Handling

♡   ✕

RF70-200mm F2.8 L IS USM

SKU: 3792C002

Quantity: 3 ⌄

Merchandise type: New

Protect your Product with a CarePAK Plan Learn More

4-Year Plan **$215.99** BEST VALUE!

2-Year Plan **$119.99**

$7,497.00

~~$8,397.00~~
In Stock

✅ $300 Instant Savings
✅ FREE Standard Shipping and Handling
✅ FREE Standard Shipping and Handling

♡   ✕

RF100-500mm F4.5-7.1 L IS USM

SKU: 4112C002

Quantity: 1 ⌄

Merchandise type: New

Protect your Product with a CarePAK Plan Learn More

4-Year Plan **$215.99** BEST VALUE!

2-Year Plan **$119.99**

$2,599.00

~~$2,899.00~~
In Stock

✅ $300 Instant Savings
✅ FREE Standard Shipping and Handling

Consumer   Pro   Business

(16 Items)	**$33,286.97**
Est. shipping	**FREE**
Est. Taxes & Fees based on TBD	**TBD**

Est. Total   **$33,286.97**

Apply Promo Code   +

CHECKOUT

CONTINUE SHOPPING

PayPal Pay monthly for purchases o

Express Checkout Using:

amazon pay
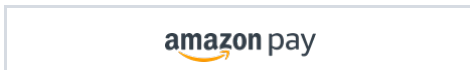
GET SUPPORT

Need help with your product? Let us help you find what you need.

PRODUCT SUPPORT

NEED IT FIRST

Sign up for up-to-the-minute Canon News, Sales and Deals.

SUBSCRIBE

LEARN WITH CANON

Discover great new ways to enjoy your products with exclusive articles, training and events.

LEARN MORE

ABOUT CANON

MYCANON ACCOUNT

〈 Continue Shopping

My Cart (5)

Heliopan 77MM UV Multi Coat Filter

MFG#   **Samy's Part#**
707711   HELI707711

Availability: In Stock

Price $132.20

—   1   +

Remove

Canon LP-E6NH Rechargeable Lithium-ion Battery

MFG#   **Samy's Part#**
4132C002   S-067000

Availability: In Stock

Price	$79.99
Total	**$479.94**

−   6   +

Remove

Canon Mount Adapter EF-EOS R

MFG#   **Samy's Part#**
2971C002   S-058901

Availability: In Stock

Price $129.00

−   1   +

Remove

Hoya 72mm UV HD3 Filter

MFG#   **Samy's Part#**
XHD372UV   S-040590

Availability: In Stock

Price	$125.90
Total	**$377.70**

$-$ 3 $+$

Remove

Hoya 82mm UV HD3 Filter

MFG#	**Samy's Part#**
XHD382UV	S-040593

Availability: In Stock

Price	$166.90
Total	**$500.70**

$-$ 3 $+$

Remove

Cart Subtotal

Subtotal (5 items)	**$1,619.54**
Estimated Shipping (You qualify for free Samy's Quick Ship (1-3 Business Days) shipping.)	**FREE**
Estimated Tax ⓘ	**$0.00**

Promo Codes & Gift Cards applied at checkout

Order Total	**$1,619.54**

‹ Continue Shopping

My Cart (2)

Canon ST-E3-RT Speedlite Transmitter (Version 2)

MFG#   **Samy's Part#**
5743B012   S-076133

Availability: In Stock

Price	$299.00
Total	**$598.00**

—   2   +

Remove

SanDisk 128GB Extreme PRO UHS-II SDXC Memory Card

MFG#	**Samy's Part#**
SDSDXDK128GANCIN	S-069752

Availability: In Stock

Price	$119.99
Total	**$719.94**

☐ — 6 + ☐

Remove

Cart Subtotal

Subtotal (2 items)	**$1,317.94**
Estimated Shipping (You qualify for free Samy's Quick Ship (1-3 Business Days) shipping.)	**FREE**
Estimated Tax ⃝	**$0.00**

Promo Codes & Gift Cards applied at checkout

Order Total	**$1,317.94**

⬛ **Check Out**

OR

PayPal Checkout

Review your bag.

Free delivery and free returns.

🍎 Items not purchased with a one time payment may be eligible for $324.83/mo. at 0% APR[◊]
when you check out with Apple Card Monthly Installments. Learn more

16-inch MacBook Pro - Silver	**1** ⌄	**$3,499.00**

Pay 0% APR for 12 months: $291.58/mo.

Show product details ⌄   Remove

🍎 AppleCare+ for 16-inch MacBook Pro (M3)   **$399.00**

Pay 0% APR for 12 months: $33.25/mo.

Automatically registered with your Apple hardware.

Remove

Order now. Pick up, in-store: Order by 4:30 p.m.. Delivers to 91401†† ⌄
Today at Apple Sherman Oaks   **Within 2 hours from Store — $9.00**
Wed, Jan 17 — Free

USB-C Digital AV Multiport Adapter	**1** ⌄	**$69.00**
		Remove

Order now. Pick up, in-store: Order by 4:30 p.m.. Delivers to 91401†† ⌄
Today at Apple Sherman Oaks   **Within 2 hours from Store — $9.00**
Tue, Jan 16 — Free

Incase Hardshell Case for MacBook Pro 16"

1 ⌄

$54.95

Remove

Order today. Delivers to 91401†† ⌄	Order now. Pick up, in-store:
Wed, Jan 17 — $8.00	Ships to store. Available **Thu, Jan 18** at
Thu, Jan 18 — Free	Apple Sherman Oaks

Subtotal	$4,021.95
Shipping	FREE
Estimated tax for: 91401†† ⌄	$382.09
CA recycling fee Learn more	$5.00

Total   **$4,409.04**

Get 3% Daily Cash with Apple Card

How would you like to check out?

**Pay Monthly
with Apple Card
$324.83/mo.* at 0% APR[◊]**

**Pay in Full
$4,409.04**

Check Out with Apple Card
Monthly Installments

Check Out

$511.04 due today, which includes applicable one time payment items, down payments, shipping, and taxes.

Need some help? Chat now or call 1-800-MY-APPLE.

You may also like

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

0602 - Journalism

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

Cohort Year CTE Enrollments: **46**   **CTE Headcount:**   **42**

(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*	19	20	91.75	91.75	95.00	3.3
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	12	12	91.75	91.75	100.00	8.3
5 English Learners	1	1	91.75	91.75	100.00	N/A
6 Single Parents			91.75	91.75	N/R	N/R
7 Individuals with Disabilities	1	1	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*	15	15	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	9	9	89.00	89.00	100.00	N/A
15 English Learners			89.00	89.00	N/R	N/R
16 Single Parents			89.00	89.00	N/R	N/R
17 Individuals with Disabilities			89.00	89.00	N/R	N/R
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

College Core Indicator Information by 4-Digit TOP (2023-2024)

Perkins V, Title I, Part C Local Application

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*	DR	DR	73.23	73.23	DR	N/A
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	DR	DR	73.23	73.23	DR	N/A
35 English Learners			73.23	73.23	N/R	N/R
36 Single Parents			73.23	73.23	N/R	N/R
37 Individuals with Disabilities			73.23	73.23	N/R	N/R
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:

_____ 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) :_____