



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: \$477,154.48	Date: 2/8/2024
Program/Discipline Name: Media Programming and Production	
Program TOP Code: 0604	
Department: Communication and Media Studies	
Department Chair: Nancy Grass	Email: grass_nancy@smc.edu
Submitted by: Redelia Shaw	



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Check all activity categories to be funded with Perkins V:

- Career Exploration and Development.** Provide career exploration and career development activities through an organized, systematic framework;
- Professional Development.** Provide professional development for a wide variety of CTE professionals;
- Skill Development.** Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
- Skill and Program Integration.** Support integration of academic skills into CTE programs;
- Implement Achievement Programs.** Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement
- Develop and Implement Evaluations.** Develop and implement evaluations of the activities funded by Perkins;



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

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

1 of the 40 is below the district-negotiated level(s);

32 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)			220	183	
Number of Concentrators			43	37	
Core Indicator 1: Postsecondary Retention & Placement	91.75	91.75	82.69	94.59	
Core Indicator 2: Earned Postsecondary Credential	89.0	89.0	69.57	72.22	
Core Indicator 3: Non-traditional Program Enrollment	26.0	26.0	48.21	50.0	
Core Indicator 4: Employment	73.23	73.23	52.4	76.92	



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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:

We are pleased to share our progress in increasing our indicators from the previous year. However, it's crucial to understand the unique composition of our student body: a significant portion consists of skill builders rather than traditional degree seekers. This demographic characteristic contributes to our indicator falling below state and local negotiated levels.

Media Programming and Production is committed to providing opportunities for individuals to enhance their skill sets, many of whom already possess degrees in other fields. Despite this focus on skill building rather than degree attainment, we have observed steady growth in core indicator 4, as evidenced in the last Perkins report.

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

In light of our focus on enhancing certificate completion rates, we are actively exploring the development of department certificates consisting of 18 units or fewer. We intend to forge partnerships with industry stakeholders we've engaged with over the past year to ensure these certificates align with current workforce demands. By the 2025-2026 academic year, we aim to launch these certificates, enriching our hands-on, work-based learning opportunities to facilitate smooth career transitions for our students.

This initiative underscores our commitment to better adapting our programs to serve our skill-building student population and aligning our outcomes with state and local benchmarks. Your support will enable us to implement targeted strategies to address this unique challenge and ensure the success of our students as they navigate their professional pathways.



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Core Indicator 3 (Non-traditional Program Enrollment. Currently Non-Traditional is based on gender):
Is this indicator above or below the state negotiated level? Above Below

If this indicator is below, please state why:

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

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	97	97	100	0	0	12	4	0
2021 - 22	181	155	86	0	0	2	6	0
2022 – 23	206	183	89	0	0	2	3	0



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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 issues and trends highlighted by our Industry Advisory Committee in recent meetings underscore the burgeoning prominence of Los Angeles as a global sports hub. With over 11 professional teams and the imminent acquisition of Rugby, the city's sports landscape is thriving. The recent Super Bowl hosted in LA injected \$9 billion into the local economy, and preparations for upcoming global events like the World Cup, Olympics, and Paralympic Games are underway.

As one of the few community colleges in the region specializing in broadcasting, our Advisory Board industry partners have emphasized the importance of aligning with IATSE and local sports broadcasters. They stress the need for proper infrastructure, equitable talent recruitment, and regional partnerships to solidify Los Angeles' position as a leader in the sports and entertainment sphere, particularly post-hosting these prestigious events.

IATSE Local 695, in particular, has actively engaged with our institution, conducting site visits to witness our students in action, including live-streaming sporting events and observing studio classes. Their recommendations regarding equipment align with their members' industry standards, aiming to enhance our program's competitiveness. Additionally, they are facilitating a pipeline from our Media 46 class to their training program, providing students with a direct pathway to union membership.

To address these recommendations, we are advised by industry leaders such as EVS, Sony, and Panasonic to consider updating our gear on the main campus, ensuring our students are well-equipped to seize opportunities in the dynamic Los Angeles market. This proactive approach enhances our program's relevance and empowers students to thrive in the evolving landscape of sports and entertainment media.

Your support in updating our equipment and fostering partnerships with industry organizations like IATSE 695 will enrich our educational offerings, empower our students to excel in their careers and contribute meaningfully to the vibrant sports and entertainment ecosystem of Los Angeles.

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

The proposed equipment refresh and updates outlined in our current project are essential for expanding our capabilities in this field. Industry-standard vendors such as Ross, EVS, Panasonic, and Sony, renowned for their equipment used in Esports and Sports venues and academic programs nationwide, are recommended for our current necessary upgrades. This initiative will greatly benefit both our (E)sports and Media Production programs, as our equipment has not been updated since 2016 in the TV Studio and since 2013 in our main campus fly-pack.

Securing Perkins funding would enable us to significantly enhance the quality of the content we produce. With dedicated websites for our radio and television channels now in place, we aim to



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program them with weekly shows. Utilizing backgrounds from Ross will lend a polished and professional look to our studio projects while implementing a disk archive system and software will empower our students to incorporate owned stock footage into their projects and gain valuable experience in media asset archiving.

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

The equipment requested from these industry-standard vendors will provide our students with hands-on experience with the tools commonly used in their prospective careers as entry-level professionals. This holistic approach ensures the relevance of our curriculum and prepares our students for success in the ever-evolving media landscape.

Your support towards this endeavor would not only elevate the educational experience of our students but also contribute to the advancement of our programs, enabling us to stay at the forefront of media education and innovation.

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)

According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, there has been consistent growth in the field of media production, with a 7% average growth rate, surpassing that of all other occupations. This presents an exceptional opportunity for individuals to update their technical skills and excel in this dynamic industry.

By updating our equipment, we aim to provide students with simulated on-the-job training opportunities within our broadcast studio, particularly during live streaming of sports events. This will prepare them for various technical production roles, such as CG operators, broadcasting sound engineers, and other studio tech positions, which are experiencing increased demand due to the rise of remote and virtual productions.



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One of the main challenges we face is keeping pace with rapidly evolving industry trends, exacerbated by the shift necessitated by the pandemic. For instance, the emerging field of e-sports requires specialized roles such as play-by-play announcers and graphics operators, presenting exciting career opportunities for our students. Providing hands-on experience with industry-standard equipment empowers our students to transition into these roles seamlessly.

With explosive growth projected in the media production industry over the next five years, Santa Monica College (SMC) is committed to becoming a leader in curriculum exploration, particularly in the burgeoning field of e-sports. Our goal is to equip students with the skills needed to excel as studio technicians in news, live sports/events, and entertainment production.

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.)

We believe that investing in faculty attendance at industry conferences, equipment upgrades, collaborative partnerships with industry stakeholders, and specialized training will generate enthusiasm among our students and drive increased enrollment, particularly with the continued development of the e-sports pathway. Your support, especially through Perkins funding, will be instrumental in updating our equipment and ensuring that SMC remains at the forefront of preparing students for exciting career opportunities in the rapidly evolving media production industry.



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<p>Below are the six §135(b) Requirements for Uses of Funds. Programs receiving these funds shall use such funds to A) develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment (CLNA) and B) support CTE programs that are sufficient size, scope, and quality to be effective and that</p>	<p><i>Indicate with a check mark which requirements have been met, below.</i></p>	
Requirements for Uses of Funds	MET	UNMET
1. Provide career exploration and career development activities through an organized, systemic framework designed to aid students, including in middle grades, before enrolling and while participating in a career technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. [§135(b)(1)]	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or para professionals. [§135(b)(2)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. [§135(b)(3)]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Support integration of academic skills into CTE programs and programs of student to support 1) CTE participants at secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and 2) CTE participants at the postsecondary level in achieving academic skills. [§135(b)(4)]	<input type="checkbox"/>	<input type="checkbox"/>
5. Plan and carry out elements that support the implementation of CTE program and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. [§135(b)(5)]	<input type="checkbox"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B). [§135(b)(6)]	<input type="checkbox"/>	<input type="checkbox"/>



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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.)

2) As technology continues to evolve, it's imperative that we not only upgrade our equipment but also up-skill our faculty to navigate these changes effectively. We aim to provide our faculty with externships and conference attendance opportunities to immerse themselves in the rapidly evolving media production industry. By participating in events such as trade shows, like the National Association of Broadcasters, our faculty can gain valuable insights and innovative ideas to enhance their engagement with students.

Your support in facilitating these professional development opportunities will empower our faculty to stay abreast of industry advancements and, in turn, better prepare our students for success in the dynamic media production landscape. Together, we can ensure that our educational offerings remain relevant and impactful in meeting the evolving needs of the industry.

3) Our equipment has remained unchanged since its initial installation in the TV Studio, lacking significant updates or upgrades. This funding application underscores the critical investment required to ensure our students receive training on industry-standard equipment, equipping them to stay current with evolving trends and close skills gaps within our industry.

The COVID-19 pandemic has catalyzed shifts in production technology, techniques, and trends, necessitating additional professional development for our faculty to effectively guide students in navigating these industry updates. With the emergence of remote and virtual production methods, there is a heightened demand for skilled technicians in this field. It is imperative that we prepare our students to meet this demand by providing them with the necessary training and resources. Also, these specific jobs cannot be replaced by AI innovation. Still, craftspeople need to be trained to work in these job areas.

By supporting this proposal, you will contribute to the modernization of our equipment and empower our faculty to better serve our students amidst changing industry landscapes. Together, we can ensure our students are well-prepared to thrive in the ever-evolving field of media production.



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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 checked="" 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 checked="" type="checkbox"/> Assist career and technical student organizations. [§135(c)(5)]
<input type="checkbox"/> Mentor and support services. [§135(c)(6)]
<input checked="" type="checkbox"/> Lease, purchase, upgrade or adapt equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
<input type="checkbox"/> Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry. [§135(c)(8)]
<input type="checkbox"/> Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education. [§135(c)(9)]
<input 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 checked="" 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 checked="" type="checkbox"/>	Provide CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
<input type="checkbox"/>	Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
<input checked="" type="checkbox"/>	Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
<input type="checkbox"/>	Provide support for training programs in automotive technologies. [§135(c)(18)]
<input type="checkbox"/>	Support innovative initiatives, which may include: a) improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; b) establishing, enhancing, or supporting systems for: i) accountability data collection under this Act, or reporting data under this Act; ii) implementing CTE programs of study described in section 122(c)(1)(A); or iii) implementing technical assessments. [§135(c)(19)]
<input checked="" type="checkbox"/>	Support other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

Check One: Activities described in this proposal will be funded

- Entirely with Perkins V Funds
- Entirely with Other Funding Sources
- Using Both Perkins V and Other Funding Sources

The following are NOT allowable expenditures under Perkins V:

- | | |
|-------------------------------------|---|
| 1. Entertainment | 9. Audits, except single audit |
| 2. Awards and memorabilia | 10. Contributions and donations |
| 3. Individual memberships | 11. Contingencies |
| 4. College tuition, fees, books | 12. Facilities and furniture * |
| 5. Membership with orgs. that lobby | 13. General advertising |
| 6. Fines and penalties | 14. Alcohol |
| 7. Insurance/self-insurance | 15. Fund raising |
| 8. Expenses that supplant | 16. General administration |
| | 17. Faculty Salaries (for Instruction with the exception of adult or out-of-school youth) |

EDGAR

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



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No State or subgrantee may use its grant or subgrant for acquisition of real property or for construction unless specifically permitted by the authorizing statute or implementing regulations for the program.

The interpretation of the Chancellor's Office is that construction is not an allowable expenditure.

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

(1) Capital expenditures for general purpose equipment, buildings, and land are **unallowable** as direct charges, except where approved in advance by the sponsoring agency.

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

Supplanting: Supplanting or supporting staff or equipment that should be supplied by the District (maintaining programs rather than improving or expanding them).

The prohibition against facilities and furniture can also be based on the Supplement/Not Supplant provision found in Section 311 of the Perkins Act. Generally construction of a facility is a local responsibility as is the furnishing of the facility with furniture etc. Therefore, to charge such costs to the Perkins grant would be a supplanting of a local responsibility.

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet and the [core indicator report](#) along with your application.** If you need assistance with budget development please contact the Perkins V Program Coordinator for assistance at x4023.

Total amount of Perkins V funding being requested for 2024-2025 **\$477,154.48**

Submitted by: **Redelia Shaw**

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.

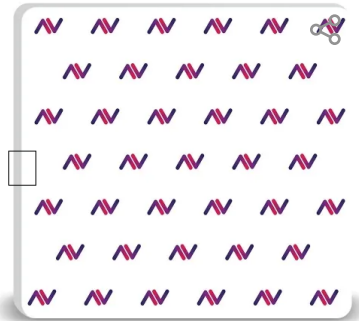
Description	Quantity	Unit Price	Unit Price w/tax (10.25%)	Total	Type of expense	Level of Priority	Was this item described in the proposal?
<i>For stipends, please include benefit rate at 30%</i>							
1 Sony HDC-3100L or Sony Sony HXC-FZ90	3	\$ 37,500.00	\$41,343.75	\$124,031.25	Equipment	Medium	Yes
2 JVC FS-900 ProHD Multi-Camera Fiber Optic System	1	\$ 18,020.00	\$19,867.05	\$19,867.05	Equipment	High	Yes
3 Teradeck prism RU sing mount chassy	1	\$ 2,490.00	\$2,745.23	\$2,745.23	Equipment	High	Yes
4 Teradeck incoder card	2	\$ 2,800.00	\$3,087.00	\$6,174.00	Equipment	High	Yes
5 Fiber optic cables	3	\$ 1,000.00	\$1,102.50	\$3,307.50	Equipment	High	Yes
6 Studio viewfider	3	\$ 1,515.00	\$1,670.29	\$5,010.86	Equipment	Low	Yes
7 Clap boards	3	\$ 40.00	\$44.10	\$132.30	Equipment	High	Yes
8 BEA/NAB Show (Conference/PD)	6	\$ 3,000.00	\$3,307.50	\$19,845.00	Conference	Medium	Yes
9 Lighting for CMD 180 (Theatre to shoot TV shows)	1	\$14,911.00	\$16,439.38	\$16,439.38	Equipment	Medium	Yes
10 Inception Newsroom System	1	\$34,000.00	\$37,485.00	\$37,485.00	License	High	Yes
11 Xpression: Workflow Tools	1	\$27,430.00	\$30,241.58	\$30,241.58	License	High	Yes
12 Tria: Production Servers	1	\$54,800.00	\$60,417.00	\$60,417.00	Equipment	Medium	Yes
13 MAM Storage	1	\$37,296.00	\$41,118.84	\$41,118.84	Equipment	Medium	Yes
14 Ross Professional Services: Training	1	\$55,800.00	\$61,519.50	\$61,519.50	Vendor Contract	High	Yes
15 EVS Playback Systems for Sports Production	1	\$ 8,000.00	\$8,820.00	\$8,820.00	Equipment	High	Yes
16 Student Workers (4)	4	\$10,000.00	\$40,000.00	\$40,000.00	Student Help	High	No
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No

TOTAL \$477,154.48

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Home > Stands & Displays > Step & Repeat Displays > 10 ft x 10 ft Step and Repeat Wall Box Fabric Display



10 ft x 10 ft Step and Repeat Wall Box Fabric Display

★★★★★ 1849 Reviews [Product Specifications](#) [Ask a Question](#) SKU : BBSRD14

Want it by **Wednesday, Mar. 20**? Order Today and choose **'Priority Overnight'** shipping at checkout. [?](#)

Size (W X H) [Download Template](#)

Quantity

Price per quantity discounts for Bulk orders

Save More on Bulk Orders				
Min 2 for \$222.08/unit	5 + for \$216.15/unit	10 + for \$207.27/unit	15 + for \$198.39/unit	> 20 for \$192.47/unit
Save 25%	Save 27%	Save 30%	Save 33%	Save 35%

Add Hardware \$296.10

Add Graphic

Add Accessories (optional)

Red Carpet Floor Runner [?](#)

Specific Instructions (optional)

~~\$1184.40~~
\$296.10

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Home > Canopies > Custom Canopy Tents 10 x 10

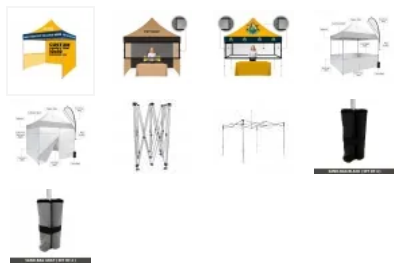
Custom Canopy Tents 10 x 10

★★★★★ 86 Reviews Product Specifications 4 Answered questions SKU : GMBDFD01-WSBDFD01

Highlight Your Event with Custom Canopy Tents

- Sturdy frame is easy to assemble and dismantle.
- The waterproof tent is reusable and portable.
- Fabric is made of high-quality material that instantly catches attention.
- Great offers are available when you buy in bulk quantity.

Want it by Monday, Mar. 25? Order Today and choose 'Priority' shipping at checkout.



Size (W X H) Square

Quantity

Price per quantity discounts for Bulk orders

Save More on Bulk Orders				
Min 2 for \$198.45/unit	5 + for \$194.04/unit	10 + for \$187.43/unit	15 + for \$180.81/unit	> 26 for \$176.4/unit
Save 10%	Save 12%	Save 15%	Save 18%	Save 20%

Add Frame \$220.50

Sand Bag (Set of 4)

Add Graphic

Add Accessories (optional)

10x10 Canopy Tent Travel Bag with Wheels

Premium Full Color Table Covers & Throws

Specific Instructions (optional)

~~\$\$\$2.00~~
\$220.50

ADD TO CART

Free Super Saver shipping for orders over \$99.00

- Description
- Product Specifications
- How to Set Up
- Frequently Asked Questions
- Customer Reviews

Lightweight & Sturdy 10 x 10 Custom Canopy Tents Pull the Crowd Instantly to Your Booth

Outdoor events grab the attention of onlookers quickly. However, weather elements such as UV radiation, rain, wind, and snow can be deterrents to your event. Designed to endure rough usage and inclement weather, our 10 x 10 canopy tent provide a shelter for exhibitions. Easy to set up and dismantle, the tents are attractive and save time.

These canopies are Made with high-quality fabric, the tents are waterproof and portable. The poles of the aluminum frame have a diameter of 40 mm with a minimum height of 101 inches and a maximum height of 135 inches. With telescopic legs, the tent sets up at three different height levels.

The custom canopy tents can be personalized with your logo, design, text, etc. This will increase the reach of your advertisement and also have a higher recall value. We recreate the design you specify in fade-resistant ink that produces vivid graphics. This creates a good impression on potential buyers.

Several options for personalization are available. You can choose to get the personalization on the back, front, right, or left wall. The tents are reusable and last for many years. You can easily fold them and store them in a compact space when not in use. This will maximize your floor space.

Get Optional Accessories with Custom Canopy Tents

Different accessories are available for purchase that will enhance your event. You can add a flag holder that will include a holder and a teardrop flag pole with a single side graphic of the size 2.08' x 5'. Transporting your canopy tent will become a breeze with a travel bag. Equipped with wheels you can easily carry the tent from one location to another without being saddled by its weight.

Add a table with a cover and throws to keep valuables or candies. Choose the color of the throws and cover to match your tent. Finishing options include a hot knife cut and sewn edges. The sewn stitches are created by folding every side/edge (1" to 2") of the banner backward with white thread. The thread is visible on the banner.

Care Instructions for Your 10 x 10 Custom Canopy Tents

The fabric of the tent is covered with a protective layer that repels moisture and keeps it dry. This layer can be damaged easily when you wash it in a washing machine or use a strong detergent for cleaning. We recommend deep cleaning in warm water to prolong the life of the fabric. You wash the frame of a tent with water, a soft sponge, and a non-detergent soap. Let the tent dry under the sun, if possible, after being washed or wiped down.

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We curated a few products we think might interest you based on your shopping history.



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Table of Contents

Home > Pro Audio > Live Sound > PA Speakers > PA Speakers > Electro-Voice ZLX-15BT

Electro-Voice ZLX-15BT 15" 2-Way 1000W Powered Loudspeaker Kit with Stand, Cover, and Cable

BH #ELZLX15BTPUQ (B&H Kit) | ★★★★★ 2 reviews | 1 Question, 1 Answer

- Description
- Electro-Voice ZLX-15BT 15" 2-Way 1000W Bluetooth-Enabled Powered Loudspeaker (Black)
- Electro-Voice ZLX-15-CVR Padded Cover for ZLX-15 Two-Way Passive Loudspeaker (Black)
- Auray SS-47A Deluxe Lightweight Height-Adjustable Aluminum Speaker Stand with Tripod Base
- Kopul Premium Performance 3000 Series Neutrik XLR Male to XLR Female Microphone Cable (20', Black)



Key Features

- One EV ZLX-15BT 15" Powered Speaker
- For Live Stage, Theater, DJ Setups
- Built-In Bluetooth Receiver
- 15" Woofer

[Show More](#)

This **B&H Kit** combines an **Electro-Voice ZLX-15BT 15" 2-Way 1000W Bluetooth-Enabled Powered Loudspeaker** with a height-adjustable tripod speaker stand, a speaker cover, and one premium XLR cable to create the primary components of a [More Details](#)

In Stock

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\$694.90 ~~Price \$794.90~~
 Instant Savings \$100.00

\$58/mo. suggested payments for 12 Mos. with the **payboo** credit card.[§] [Learn More](#)

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Type

Bluetooth No Bluetooth

Configuration

Speaker Only Speaker | Cover | Stand | Cable

2 Speakers | Stands | Covers | Cables

Speaker Type

Active | 15" Passive | 12" Passive | 15"

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Event Chairs - Black



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Classic choice for outdoor weddings, receptions and hospitality tents.

- Lightweight for easy handling, storage and transit.
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- [Dolly](#) - Speed setup and takedown at your next event.

SPECIFY COLOR:

SOLD IN CARTON QUANTITIES

MODEL NO.	DESCRIPTION	SEAT DIMENSIONS W x D	CAPACITY (LBS.)	SEAT HEIGHT	QTY./ CTN.	WT. (LBS.)	PRICE PER CHAIR (MIN. 4)		COLOR	IN STOCK SHIPS TODAY
							4	20+		
H-8200BL	Plastic	16 x 16"	275	18"	4	6	\$22	\$21	<input type="checkbox"/> Black	4 <input type="button" value="ADD"/>

[Additional Info](#) [Accessories](#) [Shopping Lists](#) [Request a Catalog](#)

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Electronics hp+laptop

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1 Cart

Subtotal
\$16.99

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Computers Laptops Desktops Monitors Tablets Computer Accessories PC Components PC Gaming Deals

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HP 15.6" Diagonal Full HD (1920 x 1080) Laptop, 16GB DDR4 RAM, 1TB SSD, Intel Core i5-1135G7 Processor, Intel Iris X Graphics, Long Battery Life, HD Camera, HDMI, Win11, Natural Silver, W/GaLiMu

Visit the HP Store
Search this page

-11% \$457⁹⁹

Typical price: ~~\$515.00~~

Or \$33.30 /mo (18 mo). Select from 1 plan

FREE Returns

Get a \$100 Gift Card: Pay \$357.99 \$457.99 upon approval for Prime Visa. No annual fee.

Brand	HP
Screen Size	15.6 Inches
Graphics	Intel Iris X
Coprocessor	
Resolution	1080p
Item Weight	3.8 Pounds
Total USB	3

See more

About this item

- Battery.cell composition : lithium ion
- Display.resolution maximum : 1920 x 1080 pixels
- Connectivity technology : USB
- Total usb ports : 3
- Audio output type : Headphones
- Human interface input :

\$457⁹⁹

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Only 3 left in stock - order soon.

Quantity: 1

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HP 15.6" Diagonal Full HD (1920 x 1080) Laptop, 16GB DDR4 RAM, 1TB SSD, Intel

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HP 15.6" Diagonal Full HD (1920 x 1080) Laptop, 11th Gen Intel Core i5-1135G7

Add to Cart



HP 15.6" Laptop, Intel Core i5-1135G7 Processor, Intel Iris Xe Graphics, 15.6" FHD

Add to Cart



HP 17 Laptop, 17.3" HD+ Display, 11th Gen Intel Core i3-1125G4 Processor, 32GB

Add to Cart

Price	-11% \$457 ⁹⁹ Typical: \$515.00	\$366 ⁰⁰	-7% \$432 ⁰⁰ List: \$467.00	\$516 ⁸⁰
Delivery	FREE Delivery	FREE Delivery	—	FREE Delivery
Customer Ratings	—	4.4 291	4.1 131	4.4 444
Touch Screen	—	3.7	3.9	3.3
Screen Quality	—	4.5	4.4	4.4
Battery Life	—	—	—	4.7
Light Weight	—	—	—	4.4
Sold By	Computer Upgrade King	Emma's Market (Made in USA)	ComputersUSA	Laptop Nation
Display Size	15.6 inches	15 inches	15.6 inches	17.3 inches
Hard Disk Size	—	256 GB	1 TB	1 TB
Computer Memory Size	—	8 GB	16 GB	32 GB
Cpu Manufacturer	Intel	Intel	Intel	Intel
Cpu Speed	—	4.2 GHz	4.2 GHz	2 GHz
Cpu Model Number	—	CPU Core	Intel	1125G4
Operating System	—	Windows 11 Home	Windows 11	Windows 11 Home

Product information

Technical Details

[^ Collapse all](#)

[^ Summary](#)

Standing screen display size	15.6 Inches
Screen Resolution	1920 x 1080 pixels
Max Screen Resolution	1920 x 1080 pixels
Graphics Coprocessor	Intel Iris X
Chipset Brand	Intel

[^ Other Technical Details](#)

Brand	HP
-------	----

Additional Information

ASIN	B0CTNQ18WP
Date First Available	January 31, 2024

Warranty & Support

Amazon.com Return Policy: You may return any new computer purchased from Amazon.com that is "dead on arrival," arrives in damaged condition, or is still in unopened boxes, for a full refund within 30 days of purchase. Amazon.com reserves the right to test "dead on arrival" returns and impose a customer fee equal to 15 percent of the product sales price if the customer misrepresents the condition of the product. Any returned computer that is damaged through customer

Item Weight	3.75 pounds
Product Dimensions	14.11 x 0.71 x 9.53 inches
Item Dimensions LxWxH	14.11 x 0.71 x 9.53 inches
Processor Brand	Intel
Flash Memory Size	1 TB
Batteries	1 Lithium Ion batteries required. (included)

misuse, is missing parts, or is in unsellable condition due to customer tampering will result in the customer being charged a higher restocking fee based on the condition of the product. Amazon.com will not accept returns of any desktop or notebook computer more than 30 days after you receive the shipment. New, used, and refurbished products purchased from Marketplace vendors are subject to the returns policy of the individual vendor.

Product Warranty: For warranty information about this product, please [click here](#)

Feedback

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Product Description

HP 15 6 Diagonal Full HD 1920 x 1080 Laptop, 16GB DDR4 RAM, 1TB SSD, Intel Core i5-1135G7 Processor, Intel Iris X Graphics, Long Battery Life, HD Camera, HDMI, Win11, Natural Silver, W/GaLiMu, 惠普 15.6 英寸对角线全高清 1920 x 1080 笔记本电脑, 16GB DDR4 内存, 1TB 固态硬盘, 英特尔酷睿 i5-1135G7 处理器, Intel Iris X 显卡, 电池续航时间长, 高清摄像头, HDMI, Win11 天然硅, 天然硅。 ver, W/GaLiMu, HP Laptop diagonal Full HD de 15,6 polegadas 1920 x 1080, RAM DDR4 de 16 GB, SSD de 1 TB, procesador Intel Core i5-1135G7, gráficos Intel Iris X, batería de larga duración, cámara HD, HDMI, Win11,, HP لايتوب قطري HP 15 6 15 FHD 1920x1080 و RAM DDR4 16GB و SSD 1TB و معالج انتل كور i5-1135G7 و بطاقة رسومات انتل ايريس X و بطارية طويلة وكاميرا HD و HDMI و فضي HP 15 6 吋 對角線 Full HD 1920 x 1080 筆記型電腦, 16GB DDR4 RAM, 1TB SSD, Intel Core i5-1135G7 處理器, Intel Iris X 圖形, 電池壽命長, HD 相機, HDMI, Win11, 天然銀, W/GaLiMu, HP 39.6 cm Diagonal Full HD 1920 x 1080 Laptop, 16GB DDR4 RAM, 1TB SSD, Intel Core i5-1135G7 Prozessor, Intel Iris X Grafik, lange Akkulaufzeit, HD-Kamera, HDMI, Win11, Natural Silver, W/GaLiMu, מחשב נייד HP 15.6 אינץ' אלכסוני Full HD 1920 x 1080, זיכרון RAM 16GB DDR4, 1TB SSD, מעבד Intel Core i5-1135G7, Intel Iris X Graphics, מצלמת, מולת, מולת, HD, HDMI, Win11, כסף טבעי, W/GaLiMu, HP Portátil Full HD 1920 x 1080 diagonal de 15,6 pulgadas, RAM DDR4 de 16 GB, SSD de 1 TB, procesador Intel Core i5-1135G7, gráficos Intel Iris X, batería de larga duración, cámara HD, HDMI, Win11,, HP 15.6인치 대각선 풀 HD 1920 x 1080 노트북, 16GB DDR4 RAM, 1TB SSD, 인텔 코어 i5-1135G7 프로세서, 인텔 아이리스 X 그래픽, 긴 배터리 수명, HD 카메라, HDMI, Win11, 내추럴 실버, GaLiMu 포함

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- 33" x 81"
- 47" x 81"

Cassette **Select...**

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RODE RODECaster Pro II Integrated Audio Production Studio



BH #RORCSTRPRO2 • MFR #RCP II | ★★★★★☆ 58 reviews | 43 Questions, 46 Answers



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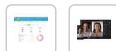
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\$699.00

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Configuration

1 Person 2 People 4 People

Includes

RODECaster Pro II

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Key Features

- For Podcasters, Streamers, and Musicians
4 High-End Mic/Line/Instrument Preamps
6 Faders and Large Color Touchscreen
Multitrack Recording to microSD or USB

Show More

Smartly designed for more than podcasting, the Rode RODECaster Pro II integrated audio production studio expands on the success of its predecessor with enhancements in sound, connectivity, and adaptability, pushing its feature set into More Details

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Shure BLX288/PG58 Dual-Channel Wireless Handheld Microphone System with PG58 Capsules (H10: 542 to 572 MHz)

BH #SHB288PG5810 • MFR #BLX288/PG58-H10 | ★★★★★ 29 reviews | 21 Questions, 40 Answers

- Description
- PG58 Mic Capsules Optimized for Vocals and Speech
- Lightweight Handheld Transmitters
- Easy-to-Use Dual-Channel Tabletop Receiver
- Audio
- A Versatile System to Meet Your Needs





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\$549.00

\$92/mo. suggested payments for 6 Mos. with the **payboo** credit card.[§] [Learn More](#)

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Used for [\\$471.95](#) >

Configuration

2 x Handhelds
 2 x Bodypacks
 1 Bodypack & 1 Handheld

Microphones

2 x PG58 Cardioids
 2 x Beta 58 Supercardioids

2 x CVL Cardioid Lavaliers

1 x Omni Earset & 1 x Cardioid SM58

Frequency Band

H9: 512 to 542 MHz
 H10: 542 to 572 MHz

H11: 572 to 596 MHz
 J11: 596 to 616 MHz

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Key Features

- For Two Presenters or Performers • 2 x PG58 Cardioid Mic/Transmitters
- Dual-Channel Tabletop Receiver • 123 Auto-Scan Frequencies

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The **Shure BLX288/PG58** is a cost-effective wireless handheld microphone system for two presenters, teachers, or lecturers which offers quality sound, simple setup, and dependable performance right out of the box. It includes the compact and [More Details](#)

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All ▾ 6-foot table

EN ▾

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Subtotal
\$16.99

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Patio, Lawn & Garden ▸ Patio Furniture & Accessories ▸ Tables ▸ Picnic Tables

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YITAHOME Folding Tables Heavy Duty Folding Table 6ft with Carrying Handle Plastic Fold up Table for Outdoor Camping Picnic Parties/Indoor Events All in Black

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4.4 87 ratings

Amazon's Choice
in Picnic Tables by YITAHOME

100+ bought in past month

\$66³⁰

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You could have earned \$231.67 in rewards on your Amazon purchases over the past year with 5% back with an Amazon Prime Store Card. Apply now and get a \$60 Amazon Gift Card upon approval. [Learn more](#)

May be available at a lower price from other sellers, potentially without free Prime shipping.

Style: Picnic Table

Modern

Folding Picnic Table

Picnic Table

Size: 6 FT

4.5 FT

6 FT

Color: Black



Product Dimensions 71"D x 29"W x 29"H

\$66³⁰

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Quantity: 1

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New & Used (4) from \$63⁶⁵

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VIEW IN YOUR ROOM

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

0604 - Radio and Television

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

Cohort Year CTE Enrollments: 247

CTE Headcount: 183

(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*	35	37	91.75	91.75	94.59	2.8
2 Individuals Preparing for Non-Traditional Fields	18	18	91.75	91.75	100.00	8.3
3 Out of Workforce Individuals	3	3	91.75	91.75	100.00	N/A
4 Individuals with Economically Disadvantaged Families	24	25	91.75	91.75	96.00	4.3
5 English Learners			91.75	91.75	N/R	N/R
6 Single Parents	2	2	91.75	91.75	100.00	N/A
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	1	1	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*	13	18	89.00	89.00	72.22	-16.8
12 Individuals Preparing for Non-Traditional Fields	5	7	89.00	89.00	71.43	N/A
13 Out of Workforce Individuals	1	2	89.00	89.00	50.00	N/A
14 Individuals with Economically Disadvantaged Families	7	9	89.00	89.00	77.78	N/A
15 English Learners			89.00	89.00	N/R	N/R
16 Single Parents	1	2	89.00	89.00	50.00	N/A
17 Individuals with Disabilities	2	2	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*	21	42	26.00	26.00	50.00	24.0
22 Individuals Preparing for Non-Traditional Fields	21	42	26.00	26.00	50.00	24.0
23 Out of Workforce Individuals	3	3	26.00	26.00	100.00	N/A
24 Individuals with Economically Disadvantaged Families	13	27	26.00	26.00	48.15	22.1

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25 English Learners			26.00	26.00	N/R	N/R
26 Single Parents	1	2	26.00	26.00	50.00	N/A
27 Individuals with Disabilities	3	7	26.00	26.00	42.86	N/A
28 Homeless Individuals			26.00	26.00	N/R	N/R
29 Youth in Foster Care	1	1	26.00	26.00	100.00	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*	10	13	73.23	73.23	76.92	3.7
32 Individuals Preparing for Non-Traditional Fields	6	6	73.23	73.23	100.00	N/A
33 Out of Workforce Individuals	DR	DR	73.23	73.23	DR	N/A
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	DR	DR	73.23	73.23	DR	N/A
37 Individuals with Disabilities	DR	DR	73.23	73.23	DR	N/A
38 Homeless Individuals			73.23	73.23	N/R	N/R
39 Youth in Foster Care			73.23	73.23	N/R	N/R
40 Youth with Parent in Active Military			73.23	73.23	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 40, I certify and acknowledge that performance in the 40 Core Indicator categories is as follows:

_____ 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) :

