



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: \$54,800	Date: 2/13/2024
Program/Discipline Name: Respiratory Care	
Program TOP Code: 1210	
Department: Health Sciences	
Department Chair: Salvador Santana	Email: Santana_salvador@smc.edu
Submitted by: Salvador Santana	



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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.

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.



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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)			42	83	
Number of Concentrators			19	18	
Core Indicator 1: Postsecondary Retention & Placement	91.75	91.75	86.36	94.74	
Core Indicator 2: Earned Postsecondary Credential	89	89	100	93.33	
Core Indicator 3: Non-traditional Program Enrollment	26	26	NR	NR	
Core Indicator 4: Employment	73.23	73.23	78.57	84.62	



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Please provide a narrative explaining how your Perkins Funded Project in 2024-2025 will improve your Core Indicator Data.

Core indicator 1 (Postsecondary Retention & Placement):

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

If this indicator is below, please state why:

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

Core Indicator 2 (Earned Postsecondary Credential):

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

If this indicator is below, please state why:

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

Core Indicator 3 (Non-traditional Program Enrollment. Currently Non-Traditional is based on gender):

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

If this indicator is below, please state why:

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:



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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	56	55	98.21	0	0	12	12	0
2021 - 22	154	154	100	0	0	12	12	0
2022 – 23	221	189	91.86	0	0	15	15	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?

Respiratory care continues to be a high-skill, high-wage, and high-demand occupation that offers immense opportunities for students. As future respiratory therapists, our students will play a crucial role in improving patient outcomes and promoting respiratory health. The Commission on Accreditation for Respiratory Care (CoARC), mandates that respiratory care programs provide students with skill-laboratory learning facilities, which allows them to attain the skills necessary to become competent and skilled healthcare providers. Our respected and professional industry partners, who like the CoARC, recognizes the critical importance of providing students with hands-on training experiences in a simulated clinical environment, unanimously voted to support the mandate.

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

Our students deserve a skills lab that will provide them an immersive experience, full of hands-on training experiences, where they can hone essential clinical skills, critical thinking abilities, and decision-making capabilities, crucial for effective respiratory care delivery. To that end, funding from the Perkins V project will support converting a classroom into a respiratory care skills lab, a project to be executed in multiple phases. The first phase of this project includes determining the feasibility of mounting air compressors on the roof and running piping to the



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lab, facilitating the installation of wall-mounted equipment essential for respiratory care delivery.

The latter requires structural assessment of the existing building's mechanical platform as required by the Division of State Architects (DSA).

The funds will compensate SVA for the following tasks, DSA review, architectural design, construction administration, structural engineering, and assessment of existing mechanical pads and roof framing, as well as mechanical, electrical, and plumbing components. Additionally, this proposal includes structural engineering allowances should DSA determine if seismic retrofitting is required.

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

The SMC Respiratory Care Program is required by the CoARC to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapist. The skills lab will provide our students with immersive, hands-on training experiences to develop essential clinical skills, critical thinking abilities, and decision-making capabilities, all of which are crucial to meet that accreditation requirement.

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)

As previously noted, the CoARC requires respiratory care program to train graduates to demonstrate competence in the psychomotor (skills) domain of learning. As it stands, the SMC Respiratory Care Program does not have a skills lab, let alone a skills lab. This grant will greatly



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improve the capabilities of the program meeting that accreditation standard. A skills lab tailored to respiratory care is an indispensable resource for training skilled, and competent future registered respiratory therapists. The skills lab will provide realistic training scenarios, facilitating skill development, fostering critical thinking and decision-making. In addition, to attaining skills, the lab will promote teamwork skills, in a risk-free learning environment. The lab will equip students with the knowledge, skills, and confidence needed to excel in this critical healthcare field. Investing in a skills lab is not just an investment in education—it's an investment in patient safety and quality care.

Briefly describe how the issue(s) will be addressed. What activities will be conducted? Please describe the items in the budget here if not already described elsewhere.

(Limited to 2,000) characters, or approximately ½ page of text.)

The project involves converting a classroom on the Bundy Campus 4th floor into a skills laboratory for the respiratory care program. The requested funding will compensate SVA Architects for various tasks outlined in the terms of the letter of understanding. These tasks include DSA review, architectural design, construction administration, structural engineering, and assessment of existing mechanical pads, roof framing, and mechanical, electrical, and plumbing components. Additionally, provisions are made for structural engineering allowances in case seismic retrofitting is required as determined by DSA.

This study covers the structural assessment of the building and the development of schematic designs to determine the cost of converting the classroom into a skills laboratory for the respiratory care program.

The cost breakdown for Phase 1 is detailed as follows (please refer to attached documents for comprehensive details):

- Architectural Design / DSA Review / Construction Administration: \$40,500.00
- Structural Engineering: Assessment of existing mechanical pad and roof framing (Not to Exceed Allowance): \$4,800.00
- Mechanical, Electrical, and Plumbing Design / DSA Review / Construction Administration: \$9,500.00
- Allowance: Structural engineering (if seismic retrofitting is identified by assessment and/or DSA): \$11,000



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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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Support integration of academic skills into CTE programs and programs of student to support 1) CTE participants at secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and 2) CTE participants at the postsecondary level in achieving academic skills. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Plan and carry out elements that support the implementation of CTE program and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. [§135(b)(5)]	<input checked="" 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 checked="" 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.)



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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 type="checkbox"/> Provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills; [§135(c)(2)]
<input type="checkbox"/> Local education and business (including small business) partnerships, including for: a) work-related experiences for students, such as internships, cooperatives education, school based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; b) adjunct faculty arrangements for qualified industry professionals; and c) industry experience for teachers and faculty; [§135(c)(3)]
<input type="checkbox"/> Provide programs for special populations. [§135(c)(4)]
<input type="checkbox"/> Assist career and technical student organizations. [§135(c)(5)]
<input type="checkbox"/> Mentor and support services. [§135(c)(6)]
<input checked="" type="checkbox"/> Lease, purchase, upgrade or adapt equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
<input type="checkbox"/> Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry. [§135(c)(8)]
<input type="checkbox"/> Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education. [§135(c)(9)]
<input type="checkbox"/> Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including: articulation agreements between sub-baccalaureate degree granting postsecondary educational institutions; post-secondary dual and concurrent enrollment programs; academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and d) other initiatives to i) encourage the pursuit of a baccalaureate degree; and ii) overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations. [§135(c)(10)]
<input type="checkbox"/> Provide activities to support entrepreneurship education and training. [§135(c)(11)]
<input checked="" type="checkbox"/> Improve or develop new CTE courses, including the development of new proposed CTE programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree. [§135(c)(12)]
<input type="checkbox"/> Develop and support small, personalized career-themed learning communities. [§135(c)(13)]



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<input type="checkbox"/>	Provide support for family and consumer sciences programs. [§135(c)(14)]
<input type="checkbox"/>	Provide CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
<input type="checkbox"/>	Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
<input type="checkbox"/>	Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
<input type="checkbox"/>	Provide support for training programs in automotive technologies. [§135(c)(18)]
<input type="checkbox"/>	Support innovative initiatives, which may include: a) improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; b) establishing, enhancing, or supporting systems for: i) accountability data collection under this Act, or reporting data under this Act; ii) implementing 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 **\$72,544.50**

Submitted by: **Salvador Santana**

Date: **2.13.24**

Proposals must be received *electronically* no later than February 9th, 2024, 5:00pm to ramos_patricia@smc.edu and casillas_ruth@smc.edu.

Perkins Budget Breakdown

Fiscal Year 2024-25

- **Please do not** generalize the items. For example - do not put "workshop expense" as this could be anything from flyers, student employees, faculty stipends, food, guest speakers, room rental, etc. You can put a subsection called "workshop expense" and itemize the expenses.
- If items are dependent of each other, they can be grouped into one item. For example - purchasing a desktop computer comes with a computer, monitor, mouse, keyboard. There is no need to separate this out.
- **If you do not have quotes please do not insert links.** Please copy and paste those items onto a Word document and submit the Word document along with this budget form. This form must be filled out.

Description	Quantity	Unit Price	Unit Price w/tax (10.25%)	Total	Type of expense	Level of Priority	Was this item described in the proposal?
<i>For stipends, please include benefit rate at 30%</i>							
Phase 1 - compensation to SVA for overseeing the Bundy 4th floor classroom/lab conversion	1	\$54,800.00	\$60,417.00	\$60,417.00	Vendor Contract	Low	No
Allowance for structural seismic retrofit if required by DSA	1	\$11,000.00	\$12,127.50	\$12,127.50	Vendor Contract	Low	No
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No

TOTAL \$72,544.50



February 15, 2024

Mr. Terry Kamibayashi

Assistant Director Facilities Maintenance

Santa Monica College

Facilities Department

2121 16th Street, Santa Monica, CA 90405

kamibayashi_terry@smc.edu

Re: Proposal for Santa Monica College (SMC)
Bundy Campus 4th Floor Respiratory Classroom Conversion

Dear Terry:

This Letter of Understanding (LOU) shall serve as confirmation between **Santa Monica College** (SMC or Client) and **SVA Architects, Inc.** (SVA) of our mutual understanding of the work to be performed for the **Bundy Campus 4th Floor Respiratory Classroom Conversion** (Project) on the Santa Monica College Bundy Campus at 3171 S. Bundy Drive, Santa Monica, CA 90066.

I. Project Description and Scope

Santa Monica College is proposing the conversion of one classroom to a respiratory classroom on the 4th Floor at the Bundy Campus. Associated work includes the structural assessment of the existing mechanical platform and building roof framing which will guide the design process of the classroom conversion. The conversion of a general use classroom to a Respiratory Classroom involves the addition of piping to carry compressed air from roof mounted compressors and tanks to wall mounted equipment to simulate training consistent with respiratory treatment. Walls and ceiling will be modified to address specific MEP and lighting requirements. The Bundy Campus is an existing SMC facility that has been completed and occupied with DSA approved plans.

A Structural Assessment of the existing mechanical platform and roof framing will need to be performed prior to the commencement of the Schematic Design. After completion of the structural assessment, it may be determined that additional structural reinforcement is required to satisfy the Division of the State Architect (DSA) An allowance has been provided to address the additional structural engineering required to address DSA requirements.

SVA will coordinate with SMC to prepare design studies of the classroom conversion as part of the Schematic Design phase. On SMC's approval of the Schematic Design of the proposed classroom configuration SVA will prepare Design Development drawings that will confirm DSA requirements are being met and any current code deficiencies have been addressed. Upon SMC's approval of the Design Development package, the required Construction Documents for DSA submission will be developed. We do not anticipate Civil or Fire Sprinkler Protection scope for this project unless required for Accessibility and Fire/Life/ Safety improvements identified by DSA.



SVA will coordinate meetings and submit the final, SMC reviewed plans and specifications to DSA for review; our team will manage all related review and approval processes. SVA will provide construction administration during installations and conduct close-out/certification services as required.

II. Project Consultants

Based upon the scope of the project, SVA is teamed with VCA Engineers, Inc. (VCA) as our Structural Engineer and TK1SC as our Mechanical, Electrical/Low Voltage and Plumbing Engineer. Other engineering and consultation such as Civil, Fire Protection and Cost Estimating are not included at this time.

III. Compensation

A. SVA proposes to complete the above services for a fee of **Fifty-Four Thousand Eight Hundred Dollars (\$54,800.00)**. This includes the services of SVA as the Architect and VCA as the Structural Engineer and TK1SC as the MEP Engineer. The fee breakdown is as follows:

Design Services:

- Architectural Design / DSA Review / Construction Admin. \$40,500.00
- Structural Engineering: Assessment of existing mechanical pad and roof framing (NTE) \$4,800.00
- Mechanical, Electrical and Plumbing Design / DSA Review / Construction Admin. \$9,500.00

Allowance:

- Structural Engineering: If assessment and/or DSA identifies seismic retrofit: \$11,000.00

B. Reimbursement for any direct expenses will be at the actual expense without markups. Reimbursable expenses will include, but not be limited to, computer plots, printing and reproduction, photo work, artist renderings (if requested by Client), overnight delivery, and messenger services. SVA's in-house progress sets are excluded from reimbursement. An allotment at **Five Hundred Dollars (\$500.00)** for reimbursable expense shall be included.

C. Payment to SVA will be made monthly in the proportion to services performed.

If the above is agreeable and consistent with our mutual understanding, please sign one original of this Letter of Understanding and return it to us as soon as possible. Please note that the requirements of Section 5536.22 of the Business and Professions Code of the state of California require an executed written agreement by both parties prior to proceeding with any work. The attached terms and conditions are hereby fully referenced and incorporated.



Sincerely,

SVA Architects, Inc.

A handwritten signature in blue ink that reads "Robert M. Simons" with a long horizontal flourish extending to the right.

Robert M. Simons, AIA
President & Partner
License No.: C18301

AGREED AND ACCEPTED:

Santa Monica College

Signature

Name & Title

Date

Santa Monica College
Bundy Campus Respiratory Conversion
Opinion of Probable Cost

2/8/2024

Project Cost Summary

ITEM	QUANTITY	UNIT	UNIT COST	CONSTRUCTION COSTS		TOTAL PROJECT COST (plus 35%)
				SUBTOTAL	TOTAL (plus 20%)	
DISTRICT IDENTIFIED TOP PRIORITIES						
A. Upgrade Facilities Consistent						
T.I. Conversion of Existing Classroom	1,150	sf	\$225.00	\$258,750	\$310,500	\$419,175
B. Infrastructure (Included in Item A)						
Medical Air Compressor	0	ls	\$100,000.00	\$0	\$0	\$0
Oxygen Manifold	0	ls	\$100,000.00	\$0	\$0	\$0
Medical Gas Piping	0	ls	\$100,000.00	\$0	\$0	\$0
C. Structural (Included in Item A)						
Roof Reinforcement	0	ls	\$10,000	\$0	\$0	\$0
Total Hard Cost				\$258,750		
Total Construction Cost					\$310,500	
20% Contingency						\$83,835.0
5% Escalation						\$20,958.8
Total Project Cost						\$523,969

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

1210 - Respiratory Care/Therapy

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

Cohort Year CTE Enrollments: 149

CTE Headcount: 83

(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*	18	19	91.75	91.75	94.74	3.0
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	6	6	91.75	91.75	100.00	N/A
5 English Learners	1	1	91.75	91.75	100.00	N/A
6 Single Parents	3	4	91.75	91.75	75.00	N/A
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*	14	15	89.00	89.00	93.33	4.3
12 Individuals Preparing for Non-Traditional Fields			89.00	89.00	N/R	N/R
13 Out of Workforce Individuals	1	1	89.00	89.00	100.00	N/A
14 Individuals with Economically Disadvantaged Families	2	3	89.00	89.00	66.67	N/A
15 English Learners	1	1	89.00	89.00	100.00	N/A
16 Single Parents	2	2	89.00	89.00	100.00	N/A
17 Individuals with Disabilities	1	1	89.00	89.00	100.00	N/A
18 Homeless Individuals			89.00	89.00	N/R	N/R
19 Youth in Foster Care			89.00	89.00	N/R	N/R
20 Youth with Parent in Active Military			89.00	89.00	N/R	N/R

Core Indicator 3 - Cohort Yr: 2020- 2021 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
21 CTE Cohort*			26.00	26.00	N/R	N/R
22 Individuals Preparing for Non-Traditional Fields			26.00	26.00	N/R	N/R
23 Out of Workforce Individuals			26.00	26.00	N/R	N/R
24 Individuals with Economically Disadvantaged Families			26.00	26.00	N/R	N/R

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*	11	13	73.23	73.23	84.62	11.4
32	Individuals Preparing for Non-Traditional Fields			73.23	73.23	N/R	N/R
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	DR	DR	73.23	73.23	DR	N/A
36	Single Parents	DR	DR	73.23	73.23	DR	N/A
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:

 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 list as (N/A, N/R)

Department Chair (or authorized Designee) : _____

