



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.](#)



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

[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.



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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

- Lottery
- x [Associated Students](#)
- x [Associates](#)
- [Foundation](#)
 - [Chairs of Excellence](#)
 - [Special Program Funding](#)

Please submit the following:

- x 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.



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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: \$111,565.28 | Date: Feb 7, 2024 |
| Program/Discipline Name: Sustainable Technologies Program (STP) and Sustainable Systems and Technologies (SST: non-credit) | |
| Program TOP Code: 0303 | |
| Department: Earth Science | |
| Department Chair: Eric Minzenberg | Email: Charles_victoria@smc.edu |
| Submitted by: Victoria Charles | |



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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;



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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.

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

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

33 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.



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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) | | | | | |
| Number of Concentrators | | | | | |
| Core Indicator 1: Postsecondary Retention & Placement | 74.53 | 74.53 | 96.67 | 100 | |
| Core Indicator 2: Earned Postsecondary Credential | 81.32 | 81.32 | 66.67 | 72.73 | |
| Core Indicator 3: Non-traditional Program Enrollment | 23.43 | 23.43 | 62.16 | 73.53 | |
| Core Indicator 4: Employment | 73.00 | 73.00 | 78.53 | 100 | |



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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? X Above Below

If this indicator is below, please state why:

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

Core Indicator 2 (Earned Postsecondary Credential):

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

If this indicator is below, please state why:

As the persistence and transfer rates have declined, it is imperative to address this issue. To improve these rates, our program aims to provide targeted support to students who would benefit most from the career education aspect. Specifically, we will focus on assisting unemployed or underemployed individuals who possess aptitude for tasks within the relevant industry. This approach will help increase persistence by aligning educational opportunities with the needs and aspirations of our students.

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

1. To enhance persistence, the program will prioritize supporting students who would benefit most from the career education component. This includes individuals who are unemployed or underemployed and demonstrate suitability for tasks within the relevant industry.
2. Offer guidance and encourage academic counseling to students, which has been shown to enhance graduation rates and equip secondary students with valuable information regarding postsecondary and career pathways, including bachelor's degree programs. This may involve facilitating the creation and implementation of graduation and career plans.
3. Extend support to postsecondary students, including adult learners seeking career changes or skill updates, to assist them in navigating their educational and professional journeys effectively.
4. Collaborate with career and technical organizations, to raise awareness of careers in sustainability. Includes SMC working with the SST and STP Advisory Board.
5. Increase marketing and outreach to promote the STP and SST CE programs to special and all populations, externally and internally.
6. Allocate faculty stipends to facilitate outreach efforts and promote collaboration with both internal (within SMC) and external (in the community/state) stakeholders,



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

including local educational institutions and businesses, including small enterprises. These stipends support various initiatives:

7. Awareness and knowledge of the STP and SST CTE programs through marketing efforts.
8. Funding work-related experiences for students, such as internships, cooperative education, project-based learning, entrepreneurship programs, and job shadowing opportunities, all of which are aligned with career and technical education programs.
9. Supporting adjunct faculty contact and communication with qualified industry professionals to enrich the educational experience with real-world expertise.
10. Providing opportunities to gain industry experience, enhancing student skills and effectiveness through firsthand knowledge of current industry practices.
11. Offering specialized programs tailored to meet the needs of all students including diverse and special populations, by providing **TRUE Advisor** Accreditation Exam Vouchers to 20 students, enhancing their credentials and opening doors to expanded opportunities within the industry.
12. To establish a conducive work-based learning environment, we have developed a dedicated space in the organic learning garden. This lab-type environment offers students the opportunity to apply their knowledge and hone their skills in practical settings.
13. Allocate stipend or hire a student employee to assist in the aimed at enhancing enrollment and completion.
14. Student assist with implementing program enhancement activities such as social media campaigns, web development, garden activities, develop and support small, personalized career-themed learning communities.

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

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

If this indicator is below, please state why:

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

Core Indicator 4 (Employment):

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

If this indicator is below, please state why:

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

N/A



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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 | 232 | 221 | 96 | 68 | 0 | 4 | 2 | 23 |
| 2021 - 22 | 156 | 142 | 92 | 37 | 0 | 11 | 9 | 18 |
| 2022 – 23 | 159 | 127 | 80 | 22 | 0 | 5 | 3 | 13 |

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 Perkins project seeks to re-engage students in employment and skill development related to the sustainability industry.

- a. Recognize the importance of practical experience/skill building alongside academic knowledge to ensure students receive living wages upon graduation.
- b. Ensure ongoing alignment of our program with current industry trends.
- c. Increase visibility of the program and the number of certificate graduates.
- d. Particularly needed are those with knowledge of the new California legislation and regulations affecting businesses and communities.

2. How will your Perkins V Project address these issues? Engage the Industry Advisory Board not only during our annual gathering but also consistently throughout the year, integrating their insights into the design, execution, and assessment of the STP and SST CTE programs as outlined in this title. This involves establishing robust initiatives and protocols that facilitate informed and impactful involvement in these programs. Involve the Advisory Board in establishing an internship and career programs. Assist with marketing and outreach of our CE programs.



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

Coordinate the logistics of meetings, including notetaking, minutes and ensuring effective communication with advisors to foster collaboration and exchange of ideas.

Undertaking interdisciplinary projects focusing on sustainable materials management, clean tech assessments, organic recycling, and the application of food and water systems.

Conducting both internal and external outreach to promote certificate programs, meeting the demand for skilled workers in the labor market. This effort aims to attract individuals from diverse backgrounds and ages seeking to upskill or transition to sustainability-related jobs.

Furthermore, sustain efforts in outreach and recruitment for the STP and SST, actively seeking new advisors to enrich our advisory board.

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

Increasing enrollment, diversity, involve more of the special populations and prepare students to be industry ready.

Local Application Program Information by TOP Code

Briefly describe program improvement issues(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text)

The issue we have faced with the STP and SST programs is the awareness externally and internally of our programs and their benefits. These programs provide high-wage, high skills and are in demand under this top code.

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.)

Numerous synergies have emerged. Such collaborations with the SST and STP programs extend to sustainability projects involving IXD students and partnerships with the Business and Earth Science departments, as well as OER/ZTC initiatives. Additionally, engagement with external partners includes participation in the USGBC TRUE Advisor program.



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

Furthermore, the Sustainable Technologies STP and Sustainable System Technology SST Program have enhanced their public presence through participation in community events, expert panel discussions, guest speaker sessions, City of Santa Monica sustainable awards, engagement with climate advocacy groups, SAMO green clubs, and attendance at industry conferences.

Use of SMC Organic Learning Garden as a space for program outreach, to communicate and promote the benefits of our program.

The Recycling and Resource Management RRM program is being rename. Along with its courses, degrees, and certificates, RRM will be rebranded as Sustainable Materials Management (SMM). This alignment with industry standards aims to enhance the program's credibility and attract a larger student population.

The Sustainable Technologies STP and Sustainable System Technology SST programs are collaborating with Advisory Board members and Continuing Education programs to optimize resource utilization, improve job placement, and generate increased interest in the programs.

| | | |
|--|---|--------------------------|
| <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>Indicate with a check mark which requirements have been met, below.</p> | |
| Requirements for Uses of Funds | MET | UNMET |
| 1. Provide career exploration and career development activities through an organized, systemic framework designed to aid students, including in middle grades, before enrolling and while participating in a career technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. [§135(b)(1)] | X <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or para professionals. [§135(b)(2)] | X <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. [§135(b)(3)] | X <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Support integration of academic skills into CTE programs and programs of student to support 1) CTE participants at secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and 2) CTE participants at the postsecondary level in achieving academic skills. [§135(b)(4)] | X <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Plan and carry out elements that support the implementation of CTE program and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. [§135(b)(5)] | X <input type="checkbox"/> | <input type="checkbox"/> |



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

| | | |
|--|----------------------------|--------------------------|
| 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B). [§135(b)(6)] | x <input type="checkbox"/> | <input type="checkbox"/> |
|--|----------------------------|--------------------------|



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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.)

Offer guidance and encourage academic counseling to students, which has been shown to enhance graduation rates and equip secondary students with valuable information regarding postsecondary and career pathways, including bachelor's degree programs. This may involve facilitating the creation and implementation of graduation and career plans.

Moreover, extend support to postsecondary students, including adult learners seeking career changes or skill updates, to assist them in navigating their educational and professional journeys effectively.



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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. |
| <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 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 checked="" type="checkbox"/> Provide activities to support entrepreneurship education and training. [§135(c)(11)] |
| <input 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)] |
| <input type="checkbox"/> Provide support for family and consumer sciences programs. [§135(c)(14)] |



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

| | |
|---------------------------------------|--|
| <input type="checkbox"/> | Provide CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)] |
| X <input checked="" type="checkbox"/> | Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)] |
| <input type="checkbox"/> | Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)] |
| <input type="checkbox"/> | Provide support for training programs in automotive technologies. [§135(c)(18)] |
| <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 cCTE programs of study described in section 122(c)(1)(A); or iii) implementing technical assessments. [§135(c)(19)] |
| X <input checked="" type="checkbox"/> | Support other CTE activities consistent with the purposes of the Act. [§135(c)(20)] |

Check One: Activities described in this proposal will be funded

- X 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.



Santa Monica College Career Technical Education Committee
APPLICATION for 2024 – 2025 Perkins Funds

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 **159,369.68**

Submitted by: **Victoria Charles**
02/12/2024

Date:

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 Professional Development Industry Conferences for further education and industry trends. Credit | 3 | \$3,000.00 | \$3,307.50 | \$9,922.50 | Conference | High | Yes |
| 2 Marketing: social media ads, multi-media/creative, outreach collateral/materials. Table display, graphic designers, banners, landing page videos for SMC Sustainability website Credit and noncredit | 1 | \$7,000.00 | \$7,717.50 | \$7,717.50 | Other | High | Yes |
| 3 TRUE Advisor Accreditation Exam Prep Workshops for Students - Instructor Stipend for 2 workshops Credit | 2 | \$1,787.50 | \$1,970.72 | \$3,941.44 | Stipend | High | Yes |
| 4 TRUE Advisor Accreditation Exam Voucher for 20 students divided into 2 cohorts. Credit | 20 | \$250.00 | \$275.63 | \$5,512.50 | Stipend | High | Yes |
| 5 Faculty Stipends Other (including but not limited to: monthly coordination meetings for CE program enhancement (STP and SST), organic learning garden activities, research of best practice teaching and learning strategies, skill building, career and internships programs. Credit and Noncredit | 3 | \$13,086.00 | \$14,427.32 | \$43,281.95 | Stipend | High | Yes |
| 6 Faculty Stipends for outreach and promotion to internal (College) and external (community/state) stakeholders Credit and Noncredit | 2 | \$3,380.00 | \$3,726.45 | \$7,452.90 | Stipend | High | Yes |

| | | | | | | | |
|--|---|------------|------------|------------|---------|-----|----|
| 7 Hire 1 student to assist with SST noncredit program for enhancement activities including but not limited to marketing, outreach, web development, social media campaigns, and garden program enhancements. For students who don't qualify for LAEP. No research required. | 1 | \$5,400.00 | \$5,953.50 | \$5,953.50 | Stipend | Low | No |
| Hire 1 student to assist STP credit for enhancement activities including but not limited to marketing, outreach, web development, social media campaigns, and garden program enhancements. For students who don't qualify for LAEP. No research required. | 1 | \$5,400.00 | \$5,953.50 | \$5,953.50 | Stipend | Low | No |
| | | | \$0.00 | \$0.00 | Stipend | Low | No |
| | | | \$0.00 | \$0.00 | Stipend | Low | No |

TOTAL \$89,735.78

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

0303 - Environmental Technology

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

Cohort Year CTE Enrollments: 277

CTE Headcount: 155

(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* | 26 | 26 | 91.75 | 91.75 | 100.00 | 8.3 |
| 2 Individuals Preparing for Non-Traditional Fields | 18 | 18 | 91.75 | 91.75 | 100.00 | 8.3 |
| 3 Out of Workforce Individuals | 2 | 2 | 91.75 | 91.75 | 100.00 | N/A |
| 4 Individuals with Economically Disadvantaged Families | 15 | 15 | 91.75 | 91.75 | 100.00 | 8.3 |
| 5 English Learners | 1 | 1 | 91.75 | 91.75 | 100.00 | N/A |
| 6 Single Parents | | | 91.75 | 91.75 | N/R | N/R |
| 7 Individuals with Disabilities | 3 | 3 | 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* | 8 | 11 | 89.00 | 89.00 | 72.73 | -16.3 |
| 12 Individuals Preparing for Non-Traditional Fields | 6 | 7 | 89.00 | 89.00 | 85.71 | N/A |
| 13 Out of Workforce Individuals | 1 | 1 | 89.00 | 89.00 | 100.00 | N/A |
| 14 Individuals with Economically Disadvantaged Families | 4 | 5 | 89.00 | 89.00 | 80.00 | N/A |
| 15 English Learners | | | 89.00 | 89.00 | N/R | N/R |
| 16 Single Parents | | | 89.00 | 89.00 | N/R | N/R |
| 17 Individuals with Disabilities | 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* | 25 | 34 | 26.00 | 26.00 | 73.53 | 47.5 |
| 22 Individuals Preparing for Non-Traditional Fields | 25 | 34 | 26.00 | 26.00 | 73.53 | 47.5 |
| 23 Out of Workforce Individuals | 2 | 2 | 26.00 | 26.00 | 100.00 | N/A |
| 24 Individuals with Economically Disadvantaged Families | 16 | 20 | 26.00 | 26.00 | 80.00 | 54.0 |

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

Perkins V, Title I, Part C Local Application

| | | | | | | |
|---|---|---|-------|-------|--------|-----|
| 25 English Learners | 1 | 1 | 26.00 | 26.00 | 100.00 | N/A |
| 26 Single Parents | | | 26.00 | 26.00 | N/R | N/R |
| 27 Individuals with Disabilities | 2 | 3 | 26.00 | 26.00 | 66.67 | N/A |
| 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* | 8 | 8 | 73.23 | 73.23 | 100.00 | N/A |
| 32 Individuals Preparing for Non-Traditional Fields | 5 | 5 | 73.23 | 73.23 | 100.00 | N/A |
| 33 Out of Workforce Individuals | | | 73.23 | 73.23 | N/R | N/R |
| 34 Individuals with Economically Disadvantaged Families | DR | DR | 73.23 | 73.23 | DR | N/A |
| 35 English Learners | | | 73.23 | 73.23 | N/R | N/R |
| 36 Single Parents | | | 73.23 | 73.23 | N/R | N/R |
| 37 Individuals with Disabilities | | | 73.23 | 73.23 | N/R | N/R |
| 38 Homeless Individuals | | | 73.23 | 73.23 | N/R | N/R |
| 39 Youth in Foster Care | | | 73.23 | 73.23 | N/R | N/R |
| 40 Youth with Parent in Active Military | | | 73.23 | 73.23 | N/R | N/R |

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

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

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

6 _____ of the 40 are at or above the District negotiated level(s);
 1 _____ of the 40 are below the District negotiated level(s);
 33 _____ of the 40 are list as (N/A, N/R)

Victoria Charles

Department Chair (or authorized Designee) : _____