



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 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 forms found on the A.S. Webpage:

[More information on AS Funding Proposals, including timelines click here.](#)



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[Associates](#)

Submissions are generally due in October and in May. 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. 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.

[Noncredit Initiatives](#)

Noncredit classes and certificate programs are a great way to build skills or to help students prepare to reenter the workforce! Noncredit classes are designed to be flexible in order to meet student needs. Noncredit offers free short term programs that can help prepare students to enter the workforce or continue their education and also offer free open entry, open exit Noncredit ESL and Citizenship classes. Since these are skill building courses, students can build skills without worrying how it will affect grades, financial aid or degree progress.

For more information on Noncredit please contact Luis Jauregui – Jauregui_luis@smc.edu or 310) 434-3403.



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

- Lottery
- [Associated Students](#)
- [Associates](#)
- [Foundation](#)
- [Chairs of Excellence](#)
- [Noncredit Initiatives](#)

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.

Warranties and other Services should be only for the performance period of the grant (July 1, 2026 – June 30, 2027) – meaning, multi-year contracts and services cannot be funded.

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: \$32,948.50	Date: 2/5/26
Program/Discipline Name: Accounting	
Program TOP Code: 0502	
Department: BUS	
Department Chair: Dana Nasser	Email: nasser_dana@smc.edu
Submitted by: Dana Nasser	



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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.

31 of the 84 are at or above the District negotiated level(s);

17 of the 84 are below the District negotiated level(s);

36 of the 84 are listed as (N/R or N/A)

The 3 numbers in the gray boxes should add up to 84

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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Since the Core Indicator Reports for 2026-27 are not available, please use Core Indicator reports from **2025-2026**.

In columns 2 insert the State Negotiated rate from the 2025-26 Core Indicator Report.

In column 3 insert the District (Local) Negotiated rate from the 2025-26 Core Indicator Report

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

For example – if you’re looking at the Core Indicate data for FY 2025-26, the data reflects cohort information from FY 2022-23.

[Chancellor’s Office Data Mart](#)

or [SMC pre-downloaded by 4 digit TOP](#)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator	2025-2026 State Negotiated Level	2025-2026 Local Negotiated Level	2023-2024 Fiscal Year Planning College Performance	2024-2025 Fiscal Year Planning College Performance	2025-2026 Fiscal Year Planning College Performance
Unduplicated Count (CTE Headcount)			2,460	2,043	2,192
Number of Concentrators			1,789	1,651	1523
Core Indicator 1: Postsecondary Retention & Placement	95.51	92.00	95.17	94.96	96.07
Core Indicator 2: Earned Postsecondary Credential	84.02	89.60	70.76	74.63	59.55
Core Indicator 3: Non-traditional Program Enrollment	27.18	27.00	51.65	51.28	51.86



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Please provide a narrative explaining how your Perkins Funded Project in 2026-2027 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:

This indicator was below previously. We need to continue to improve our pathways. The maps are prominently displayed on our website.

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

We could consider continuing efforts to communicate more about these pathways at campus outreach events and collaborate with counseling more. It would help to continue efforts at streamlining the way in which certificates are awarded. If petitioning for certificates is still needed, then providing more communication regarding the process to students would be a helpful step in improving this core indicator.

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:



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Program Completers: Information Requested below can be obtained from the California Community Colleges “Data Mart and Report” Web-site.

[Enrollments and Retention Data](#)
[Program Award Data](#)

Term	Total Enrollments	Retained	Percent Retained	No. of Noncredit Certificates Awarded	No. of Bachelor Degrees Awarded	No. of AA/AS Degrees Awarded	No. Of Certificate of Achiev. Awarded	No. of Dept. Certificates Awarded
2022 - 23	4335	3596	83	0	0	51	186	12
2023 - 24	4275	3879	90.23	0	0	59	185	12
2024 – 25	4124	3749	90.90	0	0	56	178	

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 Accounting unit continues to be successful in improving performance in the core indicators. The focus remains on improving student success, increased coordination with business and industry and preparing special populations for success in the highly skilled accounting field. As noted at the last Advisory Board meeting, soft skills such as resilience continues to be an area where we can focus to enable students to be more prepared for the demands of a regular demanding industry internship or position.

Career pathways: We continue our objective of increasing diversity hires in the accounting field as a priority. As leaders at the Community College level, we must continue to provide networking opportunities and expose our students to resources for entering the accounting field which provides upward economic mobility.

Soft Skills: As educators, we can help students to prepare for the transition to internships and new job positions. Providing opportunities for students to start with summer internships at an accounting firm is an excellent opportunity for students to develop soft skills such as resilience and discipline to be consistent with working demanding hours. Students will also need to develop strong professional communication skills to effectively interact with clients and other professionals. These skills will help students to commit to successful completion of internship opportunities that may lead to a more long-term position in the accounting field



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Financial Literacy: Students need to be financially literate. Practicing financial planning is critical at this stage as it helps to guide students to consider affordability before taking on student debt. Issues with being able to afford education can be a significant barrier for students.

Through our financial literacy workshops, students are encouraged to explore CE programs that help them to obtain upward economic mobility as well as financial security beyond graduation. Financial literacy exposure does not end at the college level but is a skill that students can practice throughout their lifetime. It is a very valuable skill.

Job Training: The SMC VITA program provides students with the opportunity to apply the knowledge that they have learned in the classroom by helping taxpayers to prepare tax returns under supervision by a CPA. Students benefit by being able to develop these skills and make it more likely that they will be career ready when they secure an internship or position in the accounting field. This program helps to address the need for better soft skills and retention.

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

The Career Pathways Outreach will help in improving upon diversity hires in the accounting field by exposing students to internships, scholarships, networking opportunities, among others. The conference is designed for underrepresented students so that they may be introduced to the major accounting firms.

Reflecting on the core indicators, our college performance has increased in "Postsecondary Retention & Placement". This is a positive indication that our efforts in connecting students with job opportunities have been successful and that we should continue to focus on these efforts for more improvement.

We continue success with "Non-traditional Program Enrollment".

This conference will help to improve on the "Earned Postsecondary Credential". One possibility is to include information about our certificates and degrees at the Accounting Diversity Conference.

Soft Skills Development: The Accounting Diversity Conference is instrumental in helping students to develop soft skills. Students learn about interviewing skills, resume writing techniques, networking strategies, among others. They also can network with former SMC accounting students and accounting professionals.

Financial Literacy Initiatives: Financial literacy education helps to improve success on the core indicators. As noted above, these workshops help students to consider affordability in making choices that will serve to help them complete their educational goals. At the workshops, students connect with CE faculty and learn more about the accounting field which helps to increase student confidence and encourages students to seek early advice from counseling. This is critical to ensure that students learn about how to navigate their path toward a certificate and for retention.

Job Training: The SMC VITA program provides students with the opportunity to apply the knowledge that they have learned in the classroom by helping taxpayers to prepare tax returns under supervision



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by a CPA. Students benefit by being able to develop these skills and makes it more likely that they will be career ready when they secure an internship or position in the Accounting field. This program helps to address the need for better soft skills and retention.

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

Link to Business and Industry: The VITA program is well known in industry. Practical job training programs like VITA help to prepare students to have the skills needed for job success.

More participation by Underrepresented Student Populations: We continue to increase participation of success rates of our underrepresented student populations.

The Personal Finance Workshops have outreach with several groups on campus which include Latinx, Veterans, African Americans, and economically disadvantaged. The Accounting Diversity Conference provides valuable opportunities for networking and exposure to different opportunities such as resume building, internship opportunities as well as scholarships.

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 performance issue concerning the core indicator was discussed above. Core indicators #1 and #3 are above the state negotiated level and have continued to increase.

For the "Earned Postsecondary Credential", we can continue to improve and expand on communication related to career pathways including our certificates. We need to continue to address our market population, which includes not only transfer students, but those students who are seeking to change careers and/or just looking for "skill builder" opportunities. We need to continue to disseminate information regarding the short-term certificates.



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The activities addressed in this application bring the certificates into focus. The Financial Literacy workshops, highlight our CE courses and programs. When students participate in VITA, they are inspired to complete the Small Business tax Practice Certificate. Having this certificate available to students helps to solidify the link between education and career preparation.

As noted on previous application submissions, the dry nature of the accounting field tends to be a barrier to students choosing to go toward an accounting certificate or degree. The Accounting Diversity Conference is helpful in letting students know about different areas of the accounting field that they may find interesting. Popular speakers talk about how the accounting field cannot only be lucrative, but enjoyable. We hear from speakers discuss accounting in areas such as entertainment and sports.

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

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

We have discussed how these issues will be addressed in other parts of this application (Career Pathways, Soft skill development, financial literacy and job training). These activities help to inform students about and to inspire students to stay on the pathway toward a degree or a certificate. The Accounting Diversity Conference helps in exposing students to Accounting professionals. They can be inspired by seeing former SMC alumni working in this industry. The Financial literacy workshops guide students about the availability of certificates and degrees in CE and the consideration of affordability. The VITA program illustrates the link between academics and job training in the tax area of accounting.



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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 checked="" 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 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 type="checkbox"/>	<input checked="" 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.)

Provide more opportunities for career exploration in accounting at the K-12 level . We have scheduled some introduction to financial literacy (1 unit) courses at the high school level through dual enrollment.

More professional development opportunities are needed that specifically target technology training to upskill accounting professionals, particularly on the area of artificial intelligence (AI).



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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 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 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 checked="" 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 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)]
<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 signed 2025-26 [core indicator report](#) along with your application.** If you need assistance with the application and budget development, please contact the Ruth Casillas for assistance – casillas_ruth@smc.edu or 310) 434-4023.

Total amount of Perkins V funding being requested for 2026-2027 **\$32,948.50**

Submitted by: **Dana Nasser**

Date: **2/8/26**

Proposals must be received *electronically* no later than February 6th, 2026, 5:00pm to landa_jenny@smc.edu and casillas_ruth@smc.edu.

Perkins Budget Breakdown

Fiscal Year 2026-27

- **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 (10.75%)	Total	Type of expense	Level of Priority	Was this item described in the proposal?
Careers Pathway Accounting Outreach							
Faculty Outreach and Stipend Production	1	\$5,000.00	\$6,500.00	\$6,500.00	Stipend	High	Yes
Faculty Outreach (Winter Stipend)	1	\$975.00	\$1,267.50	\$1,267.50	Stipend	High	No
Faculty Assistants	7	\$260.00	\$338.00	\$2,366.00	Stipend	High	No
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No
Financial Literacy Initiatives							
			\$0.00	\$0.00	Stipend	Low	Yes
Faculty Workshop for Stipend Production (Fall)	1	\$5,000.00	\$6,500.00	\$6,500.00	Stipend	High	No
Faculty Workshop for Stipend Production (Spring)	1	\$5,000.00	\$6,500.00	\$6,500.00	Stipend	High	No
Stipends for Faculty Assistants	14	\$260.00	\$338.00	\$4,732.00	Stipend	High	No
			\$0.00	\$0.00	Stipend	Low	No
VITA Program Production							
			\$0.00	\$0.00	Stipend	High	Yes
Stipend - Coordinator	1	\$4,000.00	\$5,200.00	\$5,200.00	Stipend	High	Yes
			\$0.00	\$0.00	Stipend	Low	No
CTEC Renewal	1	\$200.00	\$0.00	\$200.00	License	High	No
			\$0.00	\$0.00	Stipend	Low	No
			\$0.00	\$0.00	Stipend	Low	No

TOTAL \$33,265.50

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Agreement # _____ District/College: **SANTA MONICA/SANTA MONICA**

0502 - Accounting

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

Cohort Year CTE Enrollments: 3,510 CTE Headcount: 2,192

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 - Cohort Yr: 2022- 2023 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
CTE Cohort*	709	738	95.51	92.00	96.07	4.1	13.3
Gender							
Female	305	317	95.51	92.00	96.21	4.2	13.4
Male	389	405	95.51	92.00	96.05	4.0	13.2
Ethnicity / Race							
Asian	120	127	95.51	92.00	94.49	2.5	11.7
Black or African-American	44	44	95.51	92.00	100.00	8.0	17.2
Filipino	9	9	95.51	92.00	100.00	N/A	N/A
Hispanic	271	280	95.51	92.00	96.79	4.8	14.0
American Indian/Alaskan Native			95.51	92.00	N/R	N/R	N/R
Other Non-White			95.51	92.00	N/R	N/R	N/R
Pacific Islander	1	1	95.51	92.00	100.00	N/A	N/A
Multi-Ethnicity	20	22	95.51	92.00	90.91	-1.1	8.1
White Non-Hispanic	212	219	95.51	92.00	96.80	4.8	14.0
Special Populations							
Individuals Preparing for Non-Traditional Fields	389	405	95.51	92.00	96.05	4.0	13.2
Out of Workforce Individuals	21	21	95.51	92.00	100.00	8.0	17.2
Individuals with Economically Disadvantaged Families	388	401	95.51	92.00	96.76	4.8	14.0
English Learners	16	19	95.51	92.00	84.21	-7.8	1.4
Single Parents	26	26	95.51	92.00	100.00	8.0	17.2
Individuals with Disabilities	31	32	95.51	92.00	96.88	4.9	14.1
Homeless Individuals			95.51	92.00	N/R	N/R	N/R
Youth in Foster Care	6	6	95.51	92.00	100.00	N/A	N/A
Youth with Parent in Active Military			95.51	92.00	N/R	N/R	N/R
Core Indicator 2 - Cohort Yr: 2022- 2023 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
CTE Cohort*	187	314	84.02	89.60	59.55	-30.0	-21.1

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Gender							
Female	91	134	84.02	89.60	67.91	-21.7	-12.7
Male	93	173	84.02	89.60	53.76	-35.8	-26.9
Ethnicity / Race							
Asian	35	56	84.02	89.60	62.50	-27.1	-18.1
Black or African-American	6	13	84.02	89.60	46.15	-43.4	-34.5
Filipino	1	3	84.02	89.60	33.33	N/A	N/A
Hispanic	66	112	84.02	89.60	58.93	-30.7	-21.7
American Indian/Alaskan Native			84.02	89.60	N/R	N/R	N/R
Other Non-White			84.02	89.60	N/R	N/R	N/R
Pacific Islander			84.02	89.60	N/R	N/R	N/R
Multi-Ethnicity	6	8	84.02	89.60	75.00	N/A	N/A
White Non-Hispanic	67	111	84.02	89.60	60.36	-29.2	-20.3
Special Populations							
Individuals Preparing for Non-Traditional Fields	93	173	84.02	89.60	53.76	-35.8	-26.9
Out of Workforce Individuals	6	8	84.02	89.60	75.00	N/A	N/A
Individuals with Economically Disadvantaged Families	98	156	84.02	89.60	62.82	-26.8	-17.8
English Learners	9	12	84.02	89.60	75.00	-14.6	-5.6
Single Parents	5	9	84.02	89.60	55.56	N/A	N/A
Individuals with Disabilities	14	19	84.02	89.60	73.68	-15.9	-7.0
Homeless Individuals			84.02	89.60	N/R	N/R	N/R
Youth in Foster Care	1	2	84.02	89.60	50.00	N/A	N/A
Youth with Parent in Active Military			84.02	89.60	N/R	N/R	N/R

Core Indicator 3 - Cohort Yr: 2022- 2023 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
CTE Cohort*	503	970	27.18	27.00	51.86	24.9	27.6
Gender							
Female		443	27.18	27.00	0.00	-27.0	-24.3
Male	503	503	27.18	27.00	100.00	73.0	75.7
Ethnicity / Race							
Asian	78	161	27.18	27.00	48.45	21.4	24.1
Black or African-American	29	57	27.18	27.00	50.88	23.9	26.6
Filipino	8	16	27.18	27.00	50.00	23.0	25.7
Hispanic	193	382	27.18	27.00	50.52	23.5	26.2
American Indian/Alaskan Native			27.18	27.00	N/R	N/R	N/R
Other Non-White			27.18	27.00	N/R	N/R	N/R
Pacific Islander	1	1	27.18	27.00	100.00	N/A	N/A

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Multi-Ethnicity	15	31	27.18	27.00	48.39	21.4	24.1
White Non-Hispanic	166	284	27.18	27.00	58.45	31.5	34.2
Special Populations							
Individuals Preparing for Non-Traditional Fields	503	970	27.18	27.00	51.86	24.9	27.6
Out of Workforce Individuals	6	26	27.18	27.00	23.08	-3.9	-1.2
Individuals with Economically Disadvantaged Families	243	480	27.18	27.00	50.63	23.6	26.3
English Learners	6	26	27.18	27.00	23.08	-3.9	-1.2
Single Parents	4	38	27.18	27.00	10.53	-16.5	-13.8
Individuals with Disabilities	25	52	27.18	27.00	48.08	21.1	23.8
Homeless Individuals			27.18	27.00	N/R	N/R	N/R
Youth in Foster Care	4	8	27.18	27.00	50.00	N/A	N/A
Youth with Parent in Active Military			27.18	27.00	N/R	N/R	N/R

Core Indicator 4 - Cohort Yr: 2022- 2023 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
CTE Cohort*	124	153	72.00	73.25	81.05	7.8	15.1
Gender							
Female	59	71	72.00	73.25	83.10	9.8	17.2
Male	63	79	72.00	73.25	79.75	6.5	13.8
Ethnicity / Race							
Asian	32	39	72.00	73.25	82.05	8.8	16.1
Black or African-American	5	5	72.00	73.25	100.00	N/A	N/A
Filipino	DR	DR	72.00	73.25	DR	N/A	N/A
Hispanic	46	55	72.00	73.25	83.64	10.4	17.7
American Indian/Alaskan Native			72.00	73.25	N/R	N/R	N/R
Other Non-White			72.00	73.25	N/R	N/R	N/R
Pacific Islander			72.00	73.25	N/R	N/R	N/R
Multi-Ethnicity	DR	DR	72.00	73.25	DR	N/A	N/A
White Non-Hispanic	32	39	72.00	73.25	82.05	8.8	16.1
Special Populations							
Individuals Preparing for Non-Traditional Fields	63	79	72.00	73.25	79.75	6.5	13.8
Out of Workforce Individuals	DR	DR	72.00	73.25	DR	N/A	N/A
Individuals with Economically Disadvantaged Families	50	63	72.00	73.25	79.37	6.1	13.4
English Learners	DR	DR	72.00	73.25	DR	N/A	N/A
Single Parents	5	5	72.00	73.25	100.00	N/A	N/A
Individuals with Disabilities	5	6	72.00	73.25	83.33	N/A	N/A
Homeless Individuals			72.00	73.25	N/R	N/R	N/R
Youth in Foster Care	DR	DR	72.00	73.25	DR	N/A	N/A

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Youth with Parent in Active Military			72.00	73.25	N/R	N/R	N/R
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*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 - 84, I certify and acknowledge that performance in the 84 Core Indicator categories is as follows:

- 31 of the 84 are at or above the District negotiated level(s);
- 17 of the 84 are below the District negotiated level(s);
- 36 of the 84 are list as (N/A, N/R)

President or Designee, : *Dana Nasser*