



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.](#)



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

[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.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

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.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 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: \$399,873.17	Date: 1-30-26
Program/Discipline Name: Photography	
Program TOP Code: 1012	
Department: Photography & Fashion	
Department Chair: Josh Sanseri	Email: sanseri_josh@smc.edu
Submitted by: Josh Withers & Hannah Nelson	



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 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 2026 – 2027 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.

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

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

55 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.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

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 2024-25 Core Indicator Report.

In column 3 insert the District (Local) Negotiated rate from the 2024-25 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)			1025	761	942
Number of Concentrators			233	180	160
Core Indicator 1: Postsecondary Retention & Placement	95.51	92	94.72	94.74	98.16
Core Indicator 2: Earned Postsecondary Credential	84.02	89.60	71.62	72.73	76.60
Core Indicator 3: Non-traditional Program Enrollment	27.18	27	46.21	49.55	45.73



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

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:

While this core indicator is low for the year surveyed in this data, we would like the committee to consider how long ago this data was collected and the vast improvements we have made since that time. The data collected was from the 2022-23 academic year. That year, we were in the middle of putting a number of new certificate programs through curriculum. As you can see in the Program Data table below, the following year 100 certificates were granted in our new programs. This means that between 2022-23 and 2023-24 our total program awards increased from 21 awards to 129. This is a 514% increase in students earning postsecondary credentials in our program within one year. While we expected a significant dropoff the following year since many students who had already completed the program in prior years received these certificates retroactively, we maintained a high program award number in 2024-25 as well with a total of 95. That is still an increase in earned postsecondary credentials of 352% within a two year period. This is despite our WTH being drastically reduced by the school due to budget cuts during these same two years, resulting in an arbitrary forced decline in enrollment. This demonstrates the high demand for our program and field of study, despite the non-traditional employment and academic path necessary for career success in this field.

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

We have three new certificates with lower credit requirements that focus on employment and employable skills, and students have shown immediate interest in pursuing them. We developed Analog Photography, Photography Assistant, and Digital Technician certificates with guidance from our Advisory Committees. As previously mentioned, 100 of these new certificates were granted within the first year of these programs being offered. This demonstrates the strength of our program in providing multiple pathways to careers in photography that do not require an associate's degree. We would like the committee to consider our vast improvement in this indicator, despite how outdated the Core Indicator report is for this application cycle. We are also exploring the possibility of developing a second AS degree & certificate of achievement for our program, and this year are in the process of acquiring and assessing labor market data and consulting with advisory committees.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

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:



Santa Monica College Career Technical Education Committee
 APPLICATION for 2026 – 2027 Perkins Funds

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	1766	1453	82.27	0	0	11	10	0
2023 - 24	1548	1421	92.51	0	0	10	19	100
2024 – 25	1525	1393	90.6	0	0	11	14	70

ADVISORY COMMITTEE

1. What are the major issues or trends that have been raised by your Industry Advisory Committee over the last several meetings?

Previous advisory committees have emphasized the importance of teaching commercial photography students Capture One Pro software and basic DSLR/mirrorless camera video skills. While we made important strides in the last two years addressing these gaps in our curriculum, including creating new courses, the recent budget cuts and reduced WTH made these efforts more difficult to pursue and undid much of the progress we had made. We have had to reduce our courses offered instead of increase them to meet these industry and student demands, despite the early successes in implementing these changes.

Upcoming advisory committee meetings will focus instead on the potential of developing a new certificate and degree program that would include courses that we are still able to keep on our schedule with the current WTH reductions. These courses focus on the skills necessary to work in the photographic arts sector of the industry, including archiving, museum work, custom printing, and lab services. Our program has not focused on this sector in the past because our goal has always been to provide our students with training in the skills that provide them with the highest possible earning potential in the commercial sector. While that is still incredibly important to us, student enrollment trends have been demonstrating for years that they have an increased interest in gaining skills in analog and photographic arts. They continue showing high demand for those classes, most of which are included in our new and popular Analog Certificate. We feel it's important that given this new demand we respond by ensuring we provide them with as many relevant marketable career skills as possible



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

within that sector. We will also be consulting future advisory committees on the current and upcoming uses of AI in photography, ensuring that we continue to implement it according to industry norms.

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

While we have had to cut most of the courses that directly support these issues due to school-wide budget cuts, we are still dedicated to including the material recommended by our advisory committees as best we can. They have made it clear that these skills are essential to preparing students for careers with the highest earning potential. We have adjusted to the current administrative restrictions by shifting this material into other courses still on the schedule. This material requires substantial computing power, as they are software-related skills. The Capture One Pro software they advised we use requires a high amount of RAM, as do the new AI integrations in all of our Adobe editing software which we use across the program. Our video editing software also requires a good amount of RAM, substantial graphics card, and strong CPU. The current iMacs in our digital labs are falling short with the most recent software updates, as every year the software becomes more powerful and requires more computing power. The new computers requested through Perkins funding are a much needed update that will support our newest Digital Technician and Photo Assistant certificates, as well as our new Video for Photographers course.

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

The computers requested will be used to directly support our newest Department Certificates, which have drastically increased the earned postsecondary credentials within our program. Our goal is to provide students with more guidance in which courses to take for specific career goals within the photography industry, and train students in the most in-demand skills in the shortest period of time. These new programs are specifically designed to help students enter the workforce in a shorter amount of time and with fewer credits accumulated than an AS permits, which is particularly important for alternative student populations who are not able to be full-time students. This is also proving to be a wonderful way for mid-career professionals to increase their skillset and their earning potential without having to "start over" and complete a longer degree program.

Providing a low-cost education and accessible course schedule to alternative student populations is a top priority for our department. The equipment that we are requesting ensures that students do not have to purchase camera hardware or software, and have full access to the tools they will need to use on-the-job after they graduate. Our industry is completely Mac-based, and most of our students cannot afford to provide Mac computers themselves. Our industry standard software is also heavily reliant on strong graphics, processors, and RAM in order to run - especially in the age of AI. Updating our computers to keep up with the most current software is essential to ensuring students know how to use these tools on the job. Providing these computers for our students ensures that alternative student populations have equal access to the technology and training necessary to build a career and obtain work as photographers, retouchers, digital technicians and photo assistants.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

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 core issue we currently have in our program is with the number of instructional hours made available to our program by administration. Our courses are hands-on, lab-based, and equipment-intensive, so seat caps are appropriately lower than many lecture-based programs. A higher seat cap to match traditional lecture courses is not possible due to the safety, training, and facilities issues that would cause. Since WTH allocation decisions rely heavily on fill rate percentage, low-cap sections are disproportionately affected by normal enrollment fluctuations. For example, in a 25 seat cap section typical of our program, each student represents 4% of the fill rate. A small number of drops can quickly reduce the fill rate metric, even when the room remains close to full and demand remains strong. By contrast, in a lecture course with a seat cap of 40 each student represents 2.5% of the fill rate. That section can lose many more students with less impact to their fill rate, even though substantially more students have dropped. As a result, fill rate percentages can make low-cap CE sections appear less viable than they are in practice when compared to academic programs with large seat caps. Therefore, we are assigned fewer instructional hours each year despite consistent or growing enrollment in these classes. While demand for our courses continue to rise or remain steady, we are fielding a disheartening number of complaints from students who are unable to find course sections that meet their scheduling needs and therefore they must drop out of our program to either not pursue their education or pursue it elsewhere with better scheduling.

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.)

Despite the scheduling restrictions imposed by the school, our enrollment has remained steady. We are addressing the restrictions through strategic scheduling and curriculum changes that reduce the lecture hours for our intermediate courses. We are creating more online content to offset this change, and maintaining the lab and hands-on training portions during the class periods. Our newest certificates, while written before these scheduling changes, have proved helpful in guiding students through our program more efficiently. This has helped guide them in their scheduling, and helped them make scheduling decisions in the face of class cuts to help ensure that as many students as possible can



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

continue the program despite reduction in available sections. Our enrollment numbers show that enrollment dropped in the first year of WTH reductions, but did not significantly drop in the second year of further WTH reductions which shows the effectiveness of these efforts.

Our new certificates are at the center of our most recent and continuing program improvements, including offsetting the detrimental administrative decision to reduce enrollments. As you can see in the Program Data table and as was previously mentioned, our program has increased the number of earned postsecondary credentials by 352% within the last two academic years. This is despite our WTH being drastically reduced by the school during these same two years. We are dedicated to continuing this work by supporting our newest certificate programs through the requested Perkins funds. The new certificates granted have helped us see which career paths students are most interested in, and have helped us provide them with a clearer path towards those careers. We plan to continue building additional certificate and degree programs that build off the early success of our new certificates. This will allow us to meet the demands of our students, providing them with the flexibility to pursue a shorter path towards employment or a broader skillset through longer programs.

The computer equipment requested through Perkins funding will directly support these new certificates, in particular the Digital Technician certificate which is one of the fastest paths to one of the highest possible paying positions in the industry for early career photographers. Digital Technicians work with Adobe and Capture One software on Mac computers as the core element of their job. Accurate training with contemporary equipment and the current versions of the software is essential to ensuring this career path is feasible to students, especially special student population with lower access to technology at home.

The requested computers will also ensure we can continue program improvements despite institutional budget cuts. In order to make our program more efficient and require fewer accumulated credit hours, we have changed our curriculum to more thoroughly train students in photo editing and digital asset management starting in our introductory class. This means that a larger number of students in our program need high quality Mac access than before, if we are to maintain the current increase in program completers. Our lower level classes have higher seat caps and more sections, so our computer labs are in more demand than ever before. We are dedicated to providing as much access as possible, and as our computers become out of date, students in advanced classes using more complex files are limited in which computer stations they can use to complete their work. The requested computers will ensure that students can complete their work when assigned, without using computers that crash or freeze during their workflow.

While we understand the high ticket price of the requested equipment, we want to assure the committee that we are cutting costs everywhere possible. We have worked with IT to source the computer displays and peripherals in house, saving tens of thousands of dollars. The only accessory requested with the computer are the security locks to prevent theft, as there have been numerous security issues on campus in recent years. We are also requesting machines that will have a significantly higher chance of longevity compared to the lower models. IT has informed us that the replacement cycle has been extended, meaning these computers have to last us longer than our last set of computers. We therefore we need to be strategic in not cutting corners and ending up without operable machines before they can be replaced. AI and editing software both require increasing amounts of RAM with every new software version, as well as adequate graphics. Unfortunately due to the quick explosion



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

of the AI industry RAM prices are at an all time high, so these computers are much more expensive than they would have been a couple of years ago. However, we should not wait to purchase in a future cycle as these prices continue to rise and are not expected to plateau or come down within the next couple of years. Despite the higher prices, we want to emphasize that we are not requesting the highest possible specifications. We are requesting the necessary specifications for our industry software. The specifications of our computer request are as close as possible to the computers at the CMD campus, which support similar software needs to ours.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

<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"/>



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 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.)



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 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 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 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 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 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)]



Santa Monica College Career Technical Education Committee
 APPLICATION for 2026 – 2027 Perkins Funds

<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 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)]
<input 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.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 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 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 **\$399,873.17**

Submitted by: **Josh Withers & Hannah Nelson**

Date: **1-30-26**

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?
<i>For stipends, please include benefit rate at 30%</i>							
Compulocks Mac Studio T-slot Ledge Lock Adapter - security slot lock adapter	90	\$52.77	\$58.44	\$5,259.85	Equipment	High	Yes
Z1CE Mac Studio - Chip (Processor): Apple M3 Ultra with 28-core CPU, 60-core GPU, 32-core Neural Engine • Memory: 96GB unified memory • Storage: 2TB SSD storage • Ethernet: Back: Four Thunderbolt 5 ports, two USB-A ports, HDMI port, 10Gb Ethernet port, headphone jack • Thunderbolt: Front: Two Thunderbolt 5 ports, SDXC card slot • Pro Apps Bundle for Education: None • Accessory Kit: Accessory Kit	90	\$3,959.00	\$4,384.59	\$394,613.33	Equipment	High	Yes

TOTAL \$399,873.17



Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

MIGUEL REYES,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
1CJLXXH	1/15/2026	MAC STUDIO LOCK ADAPTER PHOTO/F	4998533	\$5,259.85

IMPORTANT - PLEASE READ

Special Instructions: Beginning of customer text: Mac Studio lock adapters for Photo/Fashion - Contact Josh Sanseri End of customer text.

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Compulocks Mac Studio T-slot Ledge Lock Adapter - security slot lock adapte	90	7018808	\$52.77	\$4,749.30

Mfg. Part#: MSLDG01
Contract: ClgBuys-CSU Master Agmt #00004442 Catalog (00004442)

SUBTOTAL	\$4,749.30
SHIPPING	\$0.00
SALES TAX	\$510.55
GRAND TOTAL	\$5,259.85

PURCHASER BILLING INFO	DELIVER TO
Billing Address: SANTA MONICA COMMUNITY COLLEGE ACCTS PAYABLE 1900 PICO BLVD PURCHASING DEPT SANTA MONICA, CA 90405-1644 Phone: (310) 434-4494 Payment Terms:	Shipping Address: SANTA MONICA COLLEGE ATTN:MIGUEL REYES 2121 16TH ST SANTA MONICA, CA 90405-1638 Phone: (310) 434-4494 Shipping Method: DROP SHIP-GROUND
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

Rich Sakofsky | (866) 420-7728 | rich.sakofsky@cdwg.com

Need Help?



My Account



Support



Call 800.800.4239

[About Us](#) | [Privacy Policy](#) | [Terms and Conditions](#)

This order is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>

For more information, contact a CDW account manager.

© 2026 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239



Proposal

Proposal Number

2112383400

Account Number/Name

22409

SANTA MONICA COLLEGE

Created On

01/15/2026

Created By

Miguel Reyes

Thank you for creating your proposal, details are provided below. You can access this proposal from your [Apple Store for Education Institution](#) by searching proposal number 2112383400.

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	Z1CE Mac Studio	90	3,959.00	356,310.00 USD
	Specifications			
	<ul style="list-style-type: none"> • Chip (Processor): Apple M3 Ultra with 28-core CPU, 60-core GPU, 32-core Neural Engine • Memory: 96GB unified memory • Storage: 2TB SSD storage • Ethernet: Back: Four Thunderbolt 5 ports, two USB-A ports, HDMI port, 10Gb Ethernet port, headphone jack • Thunderbolt: Front: Two Thunderbolt 5 ports, SDXC card slot • Pro Apps Bundle for Education: None • Accessory Kit: Accessory Kit 			

Subtotal	356,310.00 USD
Estimated Tax	38,303.33 USD
Total	394,613.33 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

How to Order

If you would like to convert this Proposal to an order, log into your [Apple Store for Education Institution](#) and select 'Proposal' from the pull-down menu. Search for this Proposal by entering the Proposal Number referenced above.

Note: A Purchaser login is required to order. Visit your [Apple Store for Education Institution](#) to login or create your Purchaser Apple Account.

The prices and specifications above correspond to those valid at the time the Proposal was created and are subject to change. Purchases are subject to the terms and conditions of your agreement with Apple and the Apple Store for Education Institution.

Copyright © 2026 Apple Inc. All rights reserved.

College Core Indicator Information by 4-Digit TOP (2025-2026)

Perkins V, Title I, Part C Local Application

Agreement # _____

District/College: SANTA MONICA/SANTA MONICA

1012 - Applied Photography

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

Cohort Year CTE Enrollments: 1,332

CTE Headcount: 942

(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*	160	163	95.51	92.00	98.16	6.2	15.4
Gender							
Female	70	73	95.51	92.00	95.89	3.9	13.1
Male	85	85	95.51	92.00	100.00	8.0	17.2
Ethnicity / Race							
Asian	9	9	95.51	92.00	100.00	N/A	N/A
Black or African-American	14	14	95.51	92.00	100.00	8.0	17.2
Filipino	4	4	95.51	92.00	100.00	N/A	N/A
Hispanic	59	60	95.51	92.00	98.33	6.3	15.5
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			95.51	92.00	N/R	N/R	N/R
Multi-Ethnicity	10	10	95.51	92.00	100.00	8.0	17.2
White Non-Hispanic	55	57	95.51	92.00	96.49	4.5	13.7
Special Populations							
Individuals Preparing for Non-Traditional Fields	70	73	95.51	92.00	95.89	3.9	13.1
Out of Workforce Individuals	4	4	95.51	92.00	100.00	N/A	N/A
Individuals with Economically Disadvantaged Families	92	93	95.51	92.00	98.92	6.9	16.1
English Learners	8	8	95.51	92.00	100.00	N/A	N/A
Single Parents	6	6	95.51	92.00	100.00	N/A	N/A
Individuals with Disabilities	16	16	95.51	92.00	100.00	8.0	17.2
Homeless Individuals			95.51	92.00	N/R	N/R	N/R
Youth in Foster Care	1	1	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*	36	47	84.02	89.60	76.60	-13.0	-4.0

College Core Indicator Information by 4-Digit TOP (2025-2026)

Perkins V, Title I, Part C Local Application

Gender							
Female	22	25	84.02	89.60	88.00	-1.6	7.4
Male	13	21	84.02	89.60	61.90	-27.7	-18.7
Ethnicity / Race							
Asian	1	1	84.02	89.60	100.00	N/A	N/A
Black or African-American	6	6	84.02	89.60	100.00	N/A	N/A
Filipino	2	2	84.02	89.60	100.00	N/A	N/A
Hispanic	14	17	84.02	89.60	82.35	-7.2	1.7
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	3	4	84.02	89.60	75.00	N/A	N/A
White Non-Hispanic	9	16	84.02	89.60	56.25	-33.4	-24.4
Special Populations							
Individuals Preparing for Non-Traditional Fields	22	25	84.02	89.60	88.00	-1.6	7.4
Out of Workforce Individuals	1	1	84.02	89.60	100.00	N/A	N/A
Individuals with Economically Disadvantaged Families	18	23	84.02	89.60	78.26	-11.3	-2.4
English Learners	1	1	84.02	89.60	100.00	N/A	N/A
Single Parents			84.02	89.60	N/R	N/R	N/R
Individuals with Disabilities	2	4	84.02	89.60	50.00	N/A	N/A
Homeless Individuals			84.02	89.60	N/R	N/R	N/R
Youth in Foster Care			84.02	89.60	N/R	N/R	N/R
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*	91	199	27.18	27.00	45.73	18.7	21.4
Gender							
Female	91	91	27.18	27.00	100.00	73.0	75.7
Male		102	27.18	27.00	0.00	-27.0	-24.3
Ethnicity / Race							
Asian	6	12	27.18	27.00	50.00	23.0	25.7
Black or African-American	9	21	27.18	27.00	42.86	15.9	18.6
Filipino	1	4	27.18	27.00	25.00	N/A	N/A
Hispanic	35	72	27.18	27.00	48.61	21.6	24.3
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			27.18	27.00	N/R	N/R	N/R

College Core Indicator Information by 4-Digit TOP (2025-2026)

Perkins V, Title I, Part C Local Application

Multi-Ethnicity	3	12	27.18	27.00	25.00	-2.0	0.7
White Non-Hispanic	30	68	27.18	27.00	44.12	17.1	19.8
Special Populations							
Individuals Preparing for Non-Traditional Fields	91	199	27.18	27.00	45.73	18.7	21.4
Out of Workforce Individuals	5	6	27.18	27.00	83.33	N/A	N/A
Individuals with Economically Disadvantaged Families	44	105	27.18	27.00	41.90	14.9	17.6
English Learners	6	9	27.18	27.00	66.67	N/A	N/A
Single Parents	3	6	27.18	27.00	50.00	N/A	N/A
Individuals with Disabilities	8	21	27.18	27.00	38.10	11.1	13.8
Homeless Individuals			27.18	27.00	N/R	N/R	N/R
Youth in Foster Care		1	27.18	27.00	0.00	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*	12	15	72.00	73.25	80.00	6.8	14.1
Gender							
Female	5	8	72.00	73.25	62.50	N/A	N/A
Male	7	7	72.00	73.25	100.00	N/A	N/A
Ethnicity / Race							
Asian			72.00	73.25	N/R	N/R	N/R
Black or African-American	DR	DR	72.00	73.25	DR	N/A	N/A
Filipino			72.00	73.25	N/R	N/R	N/R
Hispanic	DR	DR	72.00	73.25	DR	N/A	N/A
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	DR	DR	72.00	73.25	DR	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields	5	8	72.00	73.25	62.50	N/A	N/A
Out of Workforce Individuals			72.00	73.25	N/R	N/R	N/R
Individuals with Economically Disadvantaged Families	DR	DR	72.00	73.25	DR	N/A	N/A
English Learners			72.00	73.25	N/R	N/R	N/R
Single Parents			72.00	73.25	N/R	N/R	N/R
Individuals with Disabilities	DR	DR	72.00	73.25	DR	N/A	N/A
Homeless Individuals			72.00	73.25	N/R	N/R	N/R
Youth in Foster Care			72.00	73.25	N/R	N/R	N/R

College Core Indicator Information by 4-Digit TOP (2025-2026)

Perkins V, Title I, Part C Local Application

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

- ___ 24 ___ of the 84 are at or above the District negotiated level(s);
- ___ 5 ___ of the 84 are below the District negotiated level(s);
- ___ 55 ___ of the 84 are list as (N/A, N/R)

President or Designee, : Josh Sanseri