



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: 35769.31	Date: 02/03/2026
Program/Discipline Name: Cosmetology	
Program TOP Code: 3007	
Department: Csometology	
Department Chair: Samantha Manuel	Email:
manuel_samantha@smc.edu	
Submitted by: Samantha Manuel	



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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.

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

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

57 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 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)			693	688	732
Number of Concentrators			121	196	126
Core Indicator 1: Postsecondary Retention & Placement	92	92	90.98	92.45	95.45
Core Indicator 2: Earned Postsecondary Credential	89.60	89.60	45.71	86.96	33.33
Core Indicator 3: Non-traditional Program Enrollment	27	27	8.57	5.80	6.34



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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:

Students who are economically disadvantaged are not completing the program.

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

We will continue to reach out to resources to better support our students. We have continued to reduce student costs by providing kits for some classes and by creating new kits for entry-level courses. The Cosmetology Department Scholarships will be awarded this Spring 2026 to 20 students. Each scholarship is \$1000; this will have a positive impact on our students.

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:

This indicator has shown some improvement. The industry is traditionally female dominant.

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

We have participated in campus events and department tours. The new barber program will continue to help increase the programs diverse population. We continue to reach out to underserved populations to increase and balance student enrollment.

The Cosmo and Barber Clubs are promoting the department through events, contests, and special guests to help the student population become more diverse and inclusive.



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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	3467	3107	89.49%			14	15	
2023 - 24	3694	3477	93.13%			16	18	
2024 – 25	3306	3137	94.91%			13	22	

ADVISORY COMMITTEE

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

The major issues raised over the last few advisory board meetings are student readiness for the workforce and their ability to meet the ever-changing technological needs of the industry. An ongoing issue is communication and students' ability to conduct in-depth client consultations.

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

Continuing to update the salon equipment and environment will create a real-world setting that supports students. The Industry Professional event will expose students to new and current opportunities as they enter the workforce.

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

The equipment and event funds will help students meet industry standards as they continue their journey.



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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 indicators show that, overall, students completing the programs are down in certain categories. Job placement has also been identified as an area that needs improvement. The cosmetology and barber programs have clubs that support students, showcase various career paths through guest speakers, and offer opportunities for students to participate in extracurricular activities. These have shown promising enthusiasm, which in turn can help students stay on their path in school and into the workforce.

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.)

The Industry and Community Sponsored Events – The upcoming industry event will provide an opportunity for students to meet and showcase their work to help in gaining employment or educational opportunities.

Student Support – The cosmetology department will continue to support new and continuing students through their program. The 20 scholarships awarded in 2026 will help students who might otherwise be unable to continue in their programs due to financial constraints.

Technology and Aesthetics – The department is planning to soft-launch a new digital booking system. These types of systems are used in most salons, spas, and barber shops. This will elevate our students, making them more job-ready. The department's aesthetics have continued to improve. The salon equipment will help in supporting the goal of a real-world salon environment.



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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	Indicate with a check mark which requirements have been met, below.	
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)]	☐	☐
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)]	☐	☒
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)]	☐	☐
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)]	☐	☐
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)]	☐	☒
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)]	☐	☐



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FOR THOSE REQUIREMENTS LISTED ABOVE AS “UNMET”

Describe specific activity(ies) intended to address the unmet requirement(s)

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

2) The Industry Event will help in meeting this unmet need. Instructors will branch out to industry professionals, inviting them to the event. The event will provide students with career and educational opportunities. The industry professional will be encouraged to act as a mentor, serve as a guest speaker at the Cosm and Barber clubs, and evaluate students' readiness as they enter the workforce.

Students will be exposed to entry-level, mid-level, and advanced employment opportunities. Faculty and students alike stand to benefit from this exciting event.

5) The new front desk will mirror real-world salon environments, allowing students to practice client intakes and consultations, appointment scheduling and time management, point-of-sale experience, professional communication, and customer service. The facial machines are an important part of the training ensuring all students including special populations, have access to the same high-quality equipment. The shampoo chairs are a necessary part of their training and required to meet students training needs.



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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)

☐ 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)]
☒ 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)]
☒ 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)]
☒ Provide programs for special populations. [§135(c)(4)]
☒ Assist career and technical student organizations. [§135(c)(5)]
☒ Mentor and support services. [§135(c)(6)]
☒ 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)]
☐ 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)]
☐ 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)]
☐ 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)]
☐ Provide activities to support entrepreneurship education and training. [§135(c)(11)]
☐ 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)]
☒ Develop and support small, personalized career-themed learning communities. [§135(c)(13)]



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☐	Provide support for family and consumer sciences programs. [§135(c)(14)]
☐	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)]
☐	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)]
☒	Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
☐	Provide support for training programs in automotive technologies. [§135(c)(18)]
☐	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)]
☒	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 **34261.31**

Submitted by: **Samantha Manuel**

Date: **02/05/2026**

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>							
FACIAL MACHINES MODEL 7000	5	\$2,300.00	\$2,547.25	\$12,736.25	Equipment	High	Yes
SHAMPOO CAHIRS MODEL 6010 BLACK	5	\$325.00	\$359.94	\$1,799.69	Equipment	High	Yes
CUSTOMIZED FRONT DESK 7x7 wood w/ metal accent	1	\$8,450.00	\$9,358.38	\$9,358.38	Equipment	High	Yes
Business Engagement Coordination stipend (\$5000 + \$1500 benefits)	1	\$6,500.00	\$6,500.00	\$6,500.00	Stipend	High	Yes
Shipping and handling of equipment/tariffs	1	\$5,375.00	\$5,375.00	\$5,375.00	Other	High	No

TOTAL \$35,769.31

QUOTATION ONLY

DATE: 01/21/26
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SHIP TO ADDRESS:

SANTA MONICA COLLGE
2121 6TH ST
SANTA MONICA, CA 90405

Conditions of Sale: All SALES on regular and custom items are final after 24 hrs. Orders canceled after 24 hours are not entitled to a refund. Any changes to orders after 24 hours will be subject to a charge per change as applicable. If production has begun on any order, any change to the order will be subject to an additional charge and may result in a delay in the requested shipping date. A 35% restocking charge of the original price will be charged for regular items, with exception of custom items which are non-returnable. Buyer assumes full and complete responsibility for coordinating with buyer's contractors, subcontractors and/or installation crew for the proper installation of any item. Any shortage or damage must be reported to seller immediately upon delivery. Balance of payment is due to seller in cash or cashier's check prior to delivery. **All used equipment sales are final.**

Thank you for your business!

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

3007 - Cosmetology and Barbering

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

Cohort Year CTE Enrollments: 4,165

CTE Headcount: 732

(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*	126	132	95.51	92.00	95.45	3.5	12.7
Gender							
Female	114	120	95.51	92.00	95.00	3.0	12.2
Male	7	7	95.51	92.00	100.00	N/A	N/A
Ethnicity / Race							
Asian	9	10	95.51	92.00	90.00	-2.0	7.2
Black or African-American	10	10	95.51	92.00	100.00	8.0	17.2
Filipino	1	1	95.51	92.00	100.00	N/A	N/A
Hispanic	64	65	95.51	92.00	98.46	6.5	15.7
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	5	6	95.51	92.00	83.33	N/A	N/A
White Non-Hispanic	33	36	95.51	92.00	91.67	-0.3	8.9
Special Populations							
Individuals Preparing for Non- Traditional Fields	7	7	95.51	92.00	100.00	N/A	N/A
Out of Workforce Individuals	5	5	95.51	92.00	100.00	N/A	N/A
Individuals with Economically Disadvantaged Families	78	80	95.51	92.00	97.50	5.5	14.7
English Learners	4	4	95.51	92.00	100.00	N/A	N/A
Single Parents	14	15	95.51	92.00	93.33	1.3	10.5
Individuals with Disabilities	4	4	95.51	92.00	100.00	N/A	N/A
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*	23	69	84.02	89.60	33.33	-56.3	-47.3

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Gender							
Female	20	60	84.02	89.60	33.33	-56.3	-47.3
Male	1	6	84.02	89.60	16.67	N/A	N/A
Ethnicity / Race							
Asian	1	5	84.02	89.60	20.00	N/A	N/A
Black or African-American	4	7	84.02	89.60	57.14	N/A	N/A
Filipino		1	84.02	89.60	0.00	N/A	N/A
Hispanic	11	31	84.02	89.60	35.48	-54.1	-45.2
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	1	1	84.02	89.60	100.00	N/A	N/A
Multi-Ethnicity	1	4	84.02	89.60	25.00	N/A	N/A
White Non-Hispanic	4	18	84.02	89.60	22.22	-67.4	-58.4
Special Populations							
Individuals Preparing for Non-Traditional Fields	1	6	84.02	89.60	16.67	N/A	N/A
Out of Workforce Individuals		2	84.02	89.60	0.00	N/A	N/A
Individuals with Economically Disadvantaged Families	19	49	84.02	89.60	38.78	-50.8	-41.9
English Learners	1	4	84.02	89.60	25.00	N/A	N/A
Single Parents	2	5	84.02	89.60	40.00	N/A	N/A
Individuals with Disabilities	3	4	84.02	89.60	75.00	N/A	N/A
Homeless Individuals			84.02	89.60	N/R	N/R	N/R
Youth in Foster Care	1	1	84.02	89.60	100.00	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*	9	142	27.18	27.00	6.34	-20.7	-18.0
Gender							
Female		128	27.18	27.00	0.00	-27.0	-24.3
Male	9	9	27.18	27.00	100.00	N/A	N/A
Ethnicity / Race							
Asian	1	10	27.18	27.00	10.00	-17.0	-14.3
Black or African-American		13	27.18	27.00	0.00	-27.0	-24.3
Filipino		1	27.18	27.00	0.00	N/A	N/A
Hispanic	4	69	27.18	27.00	5.80	-21.2	-18.5
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	27.18	27.00	0.00	N/A	N/A

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Multi-Ethnicity	2	7	27.18	27.00	28.57	N/A	N/A
White Non-Hispanic	2	38	27.18	27.00	5.26	-21.7	-19.0
Special Populations							
Individuals Preparing for Non-Traditional Fields	9	142	27.18	27.00	6.34	-20.7	-18.0
Out of Workforce Individuals		5	27.18	27.00	0.00	N/A	N/A
Individuals with Economically Disadvantaged Families	8	86	27.18	27.00	9.30	-17.7	-15.0
English Learners		4	27.18	27.00	0.00	N/A	N/A
Single Parents		15	27.18	27.00	0.00	-27.0	-24.3
Individuals with Disabilities	1	7	27.18	27.00	14.29	N/A	N/A
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*	40	48	72.00	73.25	83.33	10.1	17.4
Gender							
Female	35	43	72.00	73.25	81.40	8.1	15.5
Male	DR	DR	72.00	73.25	DR	N/A	N/A
Ethnicity / Race							
Asian	DR	DR	72.00	73.25	DR	N/A	N/A
Black or African-American	DR	DR	72.00	73.25	DR	N/A	N/A
Filipino	DR	DR	72.00	73.25	DR	N/A	N/A
Hispanic	17	19	72.00	73.25	89.47	16.2	23.5
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	DR	DR	72.00	73.25	DR	N/A	N/A
Multi-Ethnicity	DR	DR	72.00	73.25	DR	N/A	N/A
White Non-Hispanic	13	16	72.00	73.25	81.25	8.0	15.3
Special Populations							
Individuals Preparing for Non-Traditional Fields	DR	DR	72.00	73.25	DR	N/A	N/A
Out of Workforce Individuals	DR	DR	72.00	73.25	DR	N/A	N/A
Individuals with Economically Disadvantaged Families	27	31	72.00	73.25	87.10	13.8	21.2
English Learners	DR	DR	72.00	73.25	DR	N/A	N/A
Single Parents	DR	DR	72.00	73.25	DR	N/A	N/A
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	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:

___11___ of the 84 are at or above the District negotiated level(s);

___16___ of the 84 are below the District negotiated level(s);

___57___ of the 84 are list as (N/A, N/R)

President or Designee, : _____

