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.

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.

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.

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*)

<p style="text-align:center;color:red;">Please submit one application per TOP code</p>

Total Funding Perkins Requested: **$15688.85**	Date:**02/05/2026**
Program/Discipline Name: **Graphic Design**	
Program TOP Code: **1030**	
Department: **Design Technology**	
Department Chair: **Sheila Cordova**	Email:
cordova_shiela@smc.edu	
Submitted by: **Nicola Vruwink**	

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;

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.

22 of the 84 are at or above the District negotiated level(s);
14 of the 84 are below the District negotiated level(s);
48 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.

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)			94.05	96.36	94.94
Number of Concentrators			158	159	150
Core Indicator 1: Postsecondary Retention & Placement	95.51	92	94.05	96.36	94.94
Core Indicator 2: Earned Postsecondary Credential	84.02	89.6	83.33	73.58	83.58
Core Indicator 3: Non-traditional Program Enrollment	27.18	27	55.44	58.6	54.01

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:
The SMC Graphic Design Associates Degree program serves a diverse student population, including many students from economically disadvantaged backgrounds. While the program provides strong academic and technical training in design fundamentals, software proficiency, and creative problem-solving, students who are navigating financial pressures often have less access to external professional networks, internship opportunities, and individualized career guidance. These factors can make the transition from coursework to the design industry—or transfer to four-year institutions—more challenging, particularly in graphic design fields where professional exposure, portfolio development support, and mentorship play a critical role in career and transfer outcomes. Recognizing these barriers, our program is committed to providing equitable access to industry-standard equipment, career development resources, and professional networking opportunities that help level the playing field, ensuring that all students—regardless of their economic circumstances—can build competitive portfolios, develop professional connections, and successfully launch design careers or continue their education at universities.

If this indicator is below, please state how you plan to improve it:
By implementing a comprehensive approach, SMC's Graphic Design Associate Degree program can improve completion rates, transfer success, and workforce placement outcomes and better fulfill our mission to provide accessible, high-quality career education that creates economic mobility and opportunity for all students, regardless of their starting circumstances.

Three strategies can be implemented to address issues of postsecondary credential shortcomings
• financial aid accessibility,
• career and transfer workshops, and
• technology acces

Financial aid awareness many students may not know what support in regards to scholarship, grants, or other may be available to them

Transfer workshops completing applications to transfer can be daunting and challenging. Additionally, some require a fee which can be waived, students may not be aware of the fee waiver option Technology access provides the tools students need to implement what they learn in workshops— building portfolios, developing technical skills employers require, and creating transfer application materials that meet university standards.

Together, these strategies address the primary barriers to retention (financial obstacles, unclear pathways, inadequate resources) and placement (insufficient portfolio quality, lack of professional networks, missing technical skills).

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:

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	1571	1341	86%			30	38	
2023 - 24	1375	1250	89%			34	72	
2024 – 25	1481	1339	91%			36	104	

ADVISORY COMMITTEE

1. What are the major issues or trends that have been raised by your Industry Advisory Committee over the last several meetings?
Critical Issues and Trends from Industry Advisory Committee: Graphic Design Associates Degree Program, Santa Monica College
The Industry Advisory Committee for Santa Monica College's Graphic Design Associate's Degree program has identified several trends and challenges that demand immediate attention to ensure our graduates remain competitive and job-ready in an evolving creative landscape.
Portfolio Over the Diploma: Demonstrable Skills Surpass Credentials
Industry advisors consistently report that employers prioritize strong portfolios and technical proficiency over formal degrees alone. While our program provides essential foundational knowledge, we must ensure every student graduates with a robust, professional-quality portfolio that showcases real-world problem-solving abilities, current technical skills, and an understanding of contemporary design trends. This means continuing and expanding the use of project-based, collaborative learning experiences that simulate real-world industry briefs and client relationships.
Critical Soft Skills: Communication, Collaboration, and Strategic Thinking
Technical proficiency alone is insufficient. Employers increasingly value soft skills such as critical thinking, effective communication, problem-solving, and collaboration. Designers must be able to present and defend their design rationale to clients and stakeholders, work effectively in cross-functional teams, and understand how design fits into broader business and marketing strategies. Our program must intentionally develop these professional competencies alongside technical skills.
Bridging the Education-to-Employment Gap

Industry advisors consistently emphasize that employers expect graduates to arrive "job-ready" with hands-on experience using the same tools and equipment they'll encounter in professional studios and agenciesWhen students learn on the same caliber of equipment they'll use in their careers, they eliminate the learning curve that otherwise exists between academic training and professional practice, making them immediately productive from day one of employment.

Continuous Learning as Career Survival

Graphic design education doesn't end at graduation. The field evolves rapidly—new tools, technologies, platforms, and aesthetic trends emerge constantly. We must instill in our students a commitment to lifelong learning, curiosity, and professional development. Graduates who remain adaptable and continuously update their skills will thrive; those who don't will struggle.

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

To effectively address the critical trends and challenges identified by our Industry Advisory Committee, Santa Monica College's Graphic Design program requires more than curriculum updates and pedagogical innovation; it demands professional-grade infrastructure that mirrors actual industry environments. Providing state-of-the-art workstations equipped with industry-standard printers in our classrooms is not merely a facilities upgrade; it is a strategic investment that directly enables the achievement of every goal outlined by our advisory partners.

1.Professional Readiness - Industry-standard equipment eliminates the learning curve between education and employment

2.Portfolio Quality - Professional printers allow students to create print work that accurately demonstrates their skills to employers

3.Equity and Access - Ensures all students have access to professional tools regardless of economic background

4.Complete Workflows - Students experience real-world processes from digital design through professional printing

5.Collaboration Skills - Shared professional resources mirror agency environments and develop soft skills

6.Institutional Credibility - Professional equipment demonstrates commitment to industry partnerships and program excellence

7.Future Adaptability - Experience with current professional equipment builds confidence for lifelong learning

The equipment is not simply "nice to have" but an essential infrastructure that directly enables the achievement of the identified goals.

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

These activities align closely with the Graphic Design Associates Degree program's goals to strengthen student support systems, expand professional networking opportunities, and increase program visibility within the Los Angeles design community and beyond. These equipment-supported initiatives help advance program review objectives by improving equitable access to industry-standard resources, reinforcing career pathways for transfer students and workforce entrants, and supporting student recruitment and retention efforts. Together, these investments position the program as a competitive, career-focused option for students pursuing graphic design careers, while reinforcing strong connections with industry advisory partners and maintaining alignment with employer expectations and workforce demands.

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)

While our Graphic Design Associates Degree program maintains a strong curriculum and dedicated faculty, the absence of a workstation and industry-standard printer in our classroom creates significant, measurable barriers to program improvement and student success.

Our curriculum appears current on paper, but without these resources, our students cannot actually develop the technical competencies we claim to teach. This creates a dangerous gap between our program's stated learning outcomes and graduates' actual capabilities.

Equipment inadequacy disproportionately impacts students from lower-income backgrounds who cannot compensate with personal resources, creating equity barriers that undermine our community college mission.

Our program inadvertently creates barriers to success correlated with socioeconomic status, failing our mission to provide equitable access to career education and limiting social mobility for students who need it most.

Portfolio Quality Failures:
o   Color accuracy is impossible to verify
o   Print production skills remain theoretical
o   Students can't afford commercial printing alternatives

Unrealistic Workflow Preparation
o   Students develop inefficient work habits and workarounds that are not industry standard
o   Quality control cannot be practiced.

Equity Issues
o   Affluent students buy personal equipment, creating two-tier success
o   Extended time-to-completion for low-income students
o   Career opportunity gaps based on wealth

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 budget request includes the following equipment and supply items for the classroom:
1.   Mac Studio Desktop
2.   Mac Studio Screen
3.   MacBook Pro Laptop
4.   NEW Epson SureColor F570 Pro
5.   Sublimation Inks for Epson F570 and F170 Printers

Branding and Merchandise Design: Students will design and produce branded merchandise including promotional products, for portfolio projects and simulated and/or real client work. Collaboratively, they will learn complete workflows, from digital design through physical production, and understand how designs translate into physical products. This addresses the critical barrier of portfolio work that exists only digitally, limiting students' competitiveness in the job market.

Color Management and Production Workflow Training: Using the F570's professional color calibration capabilities, students will learn industry-standard color management, including understanding color profiles, testing color accuracy, making adjustments, and producing consistent results. This removes the current barrier that prevents students from graduating with an understanding of print color management, which can lead to professional failures in their first jobs.

Large-Format Print File Preparation: Students will prepare high-resolution files for professional printing. Portfolio Development with Professional Print Quality: Students will produce professional-quality print samples for their portfolios—demonstrating to employers their understanding of production processes and their ability to deliver finished work, not just digital concepts. This removes the significant barrier where students cannot afford commercial printing, resulting in portfolios that don't meet professional standards.

Entrepreneurial Skills Development: Students will learn to produce small-batch custom products.

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)]	☒	☐

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.)

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)]

☐	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
2. Awards and memorabilia
3. Individual memberships
4. College tuition, fees, books
5. Membership with orgs. that lobby
6. Fines and penalties
7. Insurance/self-insurance
8. Expenses that supplant

9. Audits, except single audit
10. Contributions and donations
11. Contingencies
12. Facilities and furniture *
13. General advertising
14. Alcohol
15. Fund raising
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.

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 – casllas_ruth@smc.edu or 310) 434-4023.

Total amount of Perkins V funding being requested for 2026-2027 **$15688.85**

Submitted by: **Nicola Vruwink**   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?
For stipends, please include benefit rate at 30%							
NEW Epson SureColor F570 Pro	1	$2,695.00	$2,984.71	$2,984.71	Equipment	High	Yes
MacBook Pro Laptop	1	$2,479.00	$2,745.49	$2,745.49	Equipment	High	Yes
Mac Studio Computer	2	$2,609.00	$2,889.47	$5,778.94	Equipment	High	Yes
Mac Studio Screen	2	$1,799.00	$1,992.39	$3,984.79	Equipment	High	Yes
Sublimation Inks for Epson F570 and F170 Printers	1	$176.00	$194.92	$194.92	Supplies	Medium	Yes

TOTAL $15,688.85

Proposal

Proposal Number

2112394353

Account Number/Name

22409

SANTA MONICA COLLEGE

Created On

01/28/2026

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 2112394353.

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	Z1FP **16-inch MacBook Pro: Silver**	1	2,479.00 Recycle Fee	2,479.00 USD 5.00 USD
	Specifications			

- Chip (Processor): Apple M4 Pro with 14-core CPU, 20-core GPU and 16-core Neural Engine
- Memory: 24GB unified memory
- Storage: 1TB SSD storage
- Power Adapter: 140W USB-C Power Adapter
- Thunderbolt: Three Thunderbolt 5 ports, HDMI port, SDXC card slot, MagSafe 3 port
- Display: 16-inch Liquid Retina XDR display
- Display: Standard display finish
- Pro Apps Bundle for Education Licenses: None
- Keyboard Language: Backlit Magic Keyboard with Touch ID - US English
- Accessory Kit: Accessory Kit

Subtotal		2,484.00 USD
Estimated Tax		266.49 USD
Total		2,750.49 USD

Proposal

Proposal Number

2112397185

Account Number/Name

22409

SANTA MONICA COLLEGE

Created On

01/28/2026

Created By

Miguel Reyes

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Desktop computer for Nicola Vruwink – Design Technology

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	MHQH4LL/A Mac Studio: Apple M4 Max chip with 16-core CPU, 40-core GPU, 64GB, 1TB SSD	1	2,609.00	2,609.00 USD
2	MYJK3LL/A Apple Studio Display – Nano–Texture Glass – Tilt–Adjustable Stand	1	1,799.00 Recycle Fee	1,799.00 USD 5.00 USD
			Subtotal	4,413.00 USD
			Estimated Tax	473.86 USD
			Total	4,886.86 USD

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Epson 24" SureColor F570 Pro Dye-Sublimation Printer

1 YR WARRANTY

NOW **$2,695.00**
~~$3,184.99~~

EPSON
SKU: EPSNSCF570

Availability: Ships from warehouse when in stock

Zero interest or as low as $169/mo with **affirm**. See if you qualify

Check Inventory

OPTIONS

Additional Ink Set ⌃

◉ None

○ Epson UltraChrome Dye Sublimation CMYK Ink Set

See Details

Optional Stand ⌄

Additional Waste Ink Tank ⌄

Extended Warranty ⌄

Product Features

- Astounding print quality, powered by PrecisionCore
- Epson ink delivers bright, brilliant images
- Professional software with Epson Edge Print Pro
- 50-sheet feed tray; roll media support; built-in cutter
- Replace ink less often with high-capacity ink bottles

Full Details

☆☆☆☆☆
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CLEAR OPTIONS

PRICE: **$2,695.00**

QUANTITY: ▼ | 1 | ▲

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| PRODUCT OVERVIEW | TECHNICAL SPECS | REVIEWS |

PRODUCT OVERVIEW

THE COMPLETE, 24" SOLUTION FOR FAST, EFFICIENT DYE-SUBLIMATION PRINTING

Get fast, high-performance dye-sub printing right out of the box with the 24" SureColor F570 Pro. Ideal for personalizing awards, mugs, mousepads and more, this high-performance dye-sublimation printer delivers professional-quality prints using powerful PrecisionCore® technology. A truly turnkey solution, the SureColor F570 Pro arrives with a host of convenient features to streamline workflow, including Epson Edge® Print Pro software with Adobe® PS3 and PDF Print Engines, specialized transfer paper for both rigid and soft media, and a 50-sheet auto-feed tray and built-in cutter. Plus, with its remarkably compact, space-saving design, you can maximize workshop space.

- **Astounding print quality** — PrecisionCore MicroTFP printhead offers Precision Droplet Control for outstanding clarity, plus commercial-grade reliability with Nozzle Verification Technology.
- **Get bright, brilliant images** — Vibrant ink delivers extraordinary color saturation and high contrast.
- **Professional software** — Epson Edge Print Pro with an Adobe PostScript® 3 and Adobe PDF Print Engine features job layout and nesting, pattern repeats, and advanced color controls for professional results
- **Versatile media support** — accommodates rolls and sheets up to 24" wide; includes a 50-sheet auto-feed tray and built-in cutter for added efficiency.
- **Replace ink less often** — High-capacity ink bottles with auto-stop for easy, mess-free filling.
- **Tackle a variety of print jobs** — General-purpose transfer paper produces amazing images on both soft and rigid materials.
- **Reliable performance** — backed by Epson® world-class service and support
- **Compact, clean design** — ultra small, sleek, minimal design; easily fits on a desktop, or on its own with optional stand (sold separately)
- **Intuitive operation** — large 4.3" LCD color touchscreen simplifies print tasks
- **Flexible connectivity** — easily connect to the printer via USB, Ethernet or integrated wireless

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Home / Heat Transfer / Sublimation / Ink / Epson UltraChrome Dye Sublimation CMYK Ink Set

Epson UltraChrome Dye Sublimation CMYK Ink Set

EPSON
SKU: B-EPST49M-SET

Product Features

- Set of four bottles, 1ea CMYK.
- Vibrant ink delivers extraordinary color saturation and high contrast.
- Use in conjunction with Epson DS Transfer Multi Use Sublimation Paper for best results.
- Excellent results with Epson F170 and F570 Printers.

Full Details

☆☆☆☆☆
0.0

No Reviews
Write the First Review

$175.99

Availability: Ships from warehouse when in stock

📍 Zero interest or as low as $11/mo with **affirm**. See if you qualify

📍 Check Inventory

PRICE: **$175.99**

QUANTITY: ▼ 1 ▲

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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

1030 - Graphic Art and Design

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

Cohort Year CTE Enrollments: **1,315**   **CTE Headcount: 528**

(includes CTE enrollments above introductory level only)   **(CTE students enrolled above introductory level only)**

Core Indicator 1 - Cohort Yr: 2022- 2023 Postsecondary Retention & Placement	Count	Total	State	District	College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
CTE Cohort*	150	158	95.51	92.00	94.94	2.9	12.1
Gender							
Female	75	81	95.51	92.00	92.59	0.6	9.8
Male	72	74	95.51	92.00	97.30	5.3	14.5
Ethnicity / Race							
Asian	12	15	95.51	92.00	80.00	-12.0	-2.8
Black or African-American	10	10	95.51	92.00	100.00	8.0	17.2
Filipino	4	4	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	1	1	95.51	92.00	100.00	N/A	N/A
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	9	9	95.51	92.00	100.00	N/A	N/A
White Non-Hispanic	43	47	95.51	92.00	91.49	-0.5	8.7
Special Populations							
Individuals Preparing for Non-Traditional Fields	75	81	95.51	92.00	92.59	0.6	9.8
Out of Workforce Individuals	7	9	95.51	92.00	77.78	N/A	N/A
Individuals with Economically Disadvantaged Families	104	109	95.51	92.00	95.41	3.4	12.6
English Learners	8	8	95.51	92.00	100.00	N/A	N/A
Single Parents	3	3	95.51	92.00	100.00	N/A	N/A
Individuals with Disabilities	16	18	95.51	92.00	88.89	-3.1	6.1
Homeless Individuals			95.51	92.00	N/R	N/R	N/R
Youth in Foster Care			95.51	92.00	N/R	N/R	N/R
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	Count	Total	State	District	College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
CTE Cohort*	56	67	84.02	89.60	83.58	-6.0	2.9

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

Perkins V, Title I, Part C Local Application

Gender							
Female	33	38	84.02	89.60	86.84	-2.8	6.2
Male	23	29	84.02	89.60	79.31	-10.3	-1.3
Ethnicity / Race							
Asian	6	8	84.02	89.60	75.00	N/A	N/A
Black or African-American	2	4	84.02	89.60	50.00	N/A	N/A
Filipino	2	2	84.02	89.60	100.00	N/A	N/A
Hispanic	25	28	84.02	89.60	89.29	-0.3	8.6
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	2	2	84.02	89.60	100.00	N/A	N/A
White Non-Hispanic	16	20	84.02	89.60	80.00	-9.6	-0.6
Special Populations							
Individuals Preparing for Non-Traditional Fields	33	38	84.02	89.60	86.84	-2.8	6.2
Out of Workforce Individuals	3	4	84.02	89.60	75.00	N/A	N/A
Individuals with Economically Disadvantaged Families	37	45	84.02	89.60	82.22	-7.4	1.6
English Learners	2	2	84.02	89.60	100.00	N/A	N/A
Single Parents	1	1	84.02	89.60	100.00	N/A	N/A
Individuals with Disabilities	5	6	84.02	89.60	83.33	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*	101	187	27.18	27.00	54.01	27.0	29.7
Gender							
Female	101	101	27.18	27.00	100.00	73.0	75.7
Male		82	27.18	27.00	0.00	-27.0	-24.3
Ethnicity / Race							
Asian	16	20	27.18	27.00	80.00	53.0	55.7
Black or African-American	4	12	27.18	27.00	33.33	6.3	9.0
Filipino	1	5	27.18	27.00	20.00	N/A	N/A
Hispanic	35	74	27.18	27.00	47.30	20.3	23.0
American Indian/Alaskan Native	1	1	27.18	27.00	100.00	N/A	N/A
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	6	10	27.18	27.00	60.00	33.0	35.7
White Non-Hispanic	32	56	27.18	27.00	57.14	30.1	32.8
Special Populations							
Individuals Preparing for Non-Traditional Fields	101	187	27.18	27.00	54.01	27.0	29.7
Out of Workforce Individuals	8	10	27.18	27.00	80.00	53.0	55.7
Individuals with Economically Disadvantaged Families	66	126	27.18	27.00	52.38	25.4	28.1
English Learners	7	9	27.18	27.00	77.78	N/A	N/A
Single Parents	1	4	27.18	27.00	25.00	N/A	N/A
Individuals with Disabilities	11	22	27.18	27.00	50.00	23.0	25.7
Homeless Individuals			27.18	27.00	N/R	N/R	N/R
Youth in Foster Care			27.18	27.00	N/R	N/R	N/R
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*	27	35	72.00	73.25	77.14	3.9	11.2
Gender							
Female	11	17	72.00	73.25	64.71	-8.5	-1.2
Male	16	18	72.00	73.25	88.89	15.6	23.0
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	9	10	72.00	73.25	90.00	16.8	24.1
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	8	12	72.00	73.25	66.67	-6.6	0.7
Special Populations							
Individuals Preparing for Non-Traditional Fields	11	17	72.00	73.25	64.71	-8.5	-1.2
Out of Workforce Individuals	DR	DR	72.00	73.25	DR	N/A	N/A
Individuals with Economically Disadvantaged Families	17	22	72.00	73.25	77.27	4.0	11.3
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:

___22___ of the 84 are at or above the District negotiated level(s);

___14___ of the 84 are below the District negotiated level(s);

___48___ of the 84 are list as (N/A, N/R)

President or Designee, :_____