



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:	\$31,539.00	Date:	2/9/2026
Program/Discipline Name:	Homeless Service Work Certificate		
Program TOP Code:	2104.00 Human Services		
Department:	Business		
Department Chair:	Dana Nasser	Email:	Orduna_Alisa@smc.edu
Submitted by:	Alisa Orduna, Faculty		



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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.

of the 84 are at or above the District negotiated level(s);
of the 84 are below the District negotiated level(s);
of the 84 are listed as (N/R or N/A)

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

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box.

- The program is new
- The program is offered in noncredit only
- The program is small and SAM C courses are not offered every year
- The program recently had a TOP Code change *
- The courses and/or the certificate were miscoded *
- Miscoded programs were corrected, but we are still waiting for reports to be updated
- The program is interdisciplinary [core courses are outside the TOP code of program or will only have completers (certificates and degrees)]

NOTE: * CODING ERRORS SHOULD BE CORRECTED NEXT YEAR

Reminder: The College must retain in audit files a paper copy of Section I Part F titled “College Core Indicator Information by TOP” signed by the Department Chair (or authorized Designee) for each funded TOP Code.



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

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

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

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

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

[Chancellor’s Office Data Mart](#)

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

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator	2025-2026 State Negotiated Level	2025-2026 Local Negotiated Level	2023-2024 Fiscal Year Planning College Performance	2024-2025 Fiscal Year Planning College Performance	2025-2026 Fiscal Year Planning College Performanc e
Unduplicated Count (CTE Headcount)					
Number of Concentrators					
Core Indicator 1: Postsecondary Retention & Placement					
Core Indicator 2: Earned Postsecondary Credential					
Core Indicator 3: Non-traditional Program Enrollment					



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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:

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

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.



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[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								
2023 - 24								
2024 – 25								

ADVISORY COMMITTEE

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

Over the last several meetings, our Industry Advisory Committee has consistently raised concern about the growing instability and unmet training needs within Los Angeles County’s homeless services workforce. Employers across the sector report that demand for frontline staff has increased significantly, yet the systems needed to onboard, train, and retain workers have not kept pace.

A major trend discussed is the challenge of workforce recruitment and retention due to low compensation. Advisory members noted that many frontline roles continue to offer wages below the region’s self-sufficiency standard. Recent labor market findings show median advertised pay for frontline homelessness roles is approximately \$52,000 annually, with nearly 40% of workers entering the field at \$44,000 or less—well below RAND’s identified living wage benchmark of \$64,160 for Los Angeles County. This wage gap contributes directly to turnover, staff stress, and even housing insecurity among workers themselves.

The Committee has also highlighted widespread burnout, secondary and vicarious trauma, and the lack of consistent early-career training and support. Many agencies report inadequate onboarding structures, uneven skill development across organizations, and limited opportunities for professional growth. Advisory members emphasized that career progression pathways remain unclear and often depend more on tenure or informal networks than on recognized credentials or structured training.



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Collectively, these trends threaten the sustainability and effectiveness of the homelessness response system.

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

Our Perkins V project directly responds to these workforce trends by strengthening both student supports and instructional alignment with industry needs. The project will invest in structured retention and career counseling for students—many of whom are first-generation, economically disadvantaged, and have lived experience of housing insecurity. A dedicated counselor will help mitigate barriers that contribute to attrition, provide guidance during work-based learning placements, and support students in persisting through program completion into employment.

In addition, the project will support a faculty lead to ensure curriculum quality, consistency, and responsiveness to evolving workforce demands. This role will strengthen trauma-informed, equity-centered pedagogy and ensure that course syllabi align with the approved course of record while engaging diverse learning styles.

The faculty lead will also deepen partnerships with employers and sector leaders to validate skill needs, expand work-based learning opportunities, and create clearer pathways into employment and advancement. These activities will support improved outcomes across Perkins performance indicators, including course success, completion, placement, and equitable access for special populations.

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

The planned Perkins V activities directly align with the priorities identified in our program review and workforce development plan, which emphasize improving student success, strengthening completion rates, and ensuring graduates are prepared for high-demand public service careers.

Program review findings and advisory input have underscored the need for stronger wraparound supports for special populations, particularly students balancing economic hardship, family responsibilities, or personal experiences of housing insecurity. The counselor position responds to this documented need by improving retention, supporting work-based learning participation, and reducing barriers to credential attainment.

Similarly, the faculty pedagogy and industry engagement activities align with program improvement goals related to instructional consistency, skill development, and labor market relevance. Advisory members have repeatedly stressed that workforce advancement is too often driven by informal tenure rather than structured training or credentials. By strengthening curriculum alignment, faculty capacity, and employer partnerships, the project supports a more transparent and equitable career ladder for students entering this critical sector.

Overall, these Perkins-funded strategies operationalize our program's commitment to preparing a skilled, resilient, and supported homelessness services workforce for Los Angeles County.



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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 Homeless Service Work Certificate program serves students preparing to enter or advance within Los Angeles County’s homelessness response workforce—one of the region’s most urgent high-demand sectors. Recent funding constraints and system-wide workforce shortages have intensified program improvement needs, particularly in student retention, completion, and employment outcomes for special populations.

A significant portion of enrolled students are first-generation, economically disadvantaged, and have personal experience with housing insecurity. These learners often face barriers such as unstable transportation, competing work and family responsibilities, limited access to academic counseling, and challenges navigating work-based learning placements. Without targeted support, these barriers can negatively impact persistence, successful course completion, and workforce entry.

Additionally, as homelessness services evolve toward evidence-based, culturally responsive, and trauma-informed practice, there is a growing need to ensure instructional quality and consistency across faculty. Program syllabi and pedagogy must remain aligned with the course of record, incorporate multiple learning styles, and reflect current industry standards. Stronger partnerships with employers and industry leaders are also needed to ensure students develop the technical and employability skills required for placement and advancement along the sector’s career ladder.

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.)

Perkins V funds will address these program improvement needs through targeted student support and strengthened instructional capacity to improve core performance indicators, including successful course attainment, program completion, and employment placement.

Funding will support a dedicated counselor focused on retention and success for special populations, including first-generation and economically disadvantaged students, homeless youth, and those with foster care experience. The counselor will provide proactive academic and career advising, connect students to campus and community resources, mitigate barriers to completion, and offer structured support during students’ work-based learning experiences to improve persistence and job readiness.

Funds will also support a faculty lead to enhance instructional quality and workforce alignment. This role will provide pedagogy and curriculum support to ensure syllabi are engaging, inclusive, and aligned with the approved course of record. The faculty lead will also facilitate professional development around best



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practices in homeless service work, including trauma-informed care, equity-centered service delivery, and interdisciplinary collaboration.

In addition, the faculty lead will strengthen links with business and industry by convening employer partners and sector leaders to validate skill development needs, expand work-based learning opportunities, and create clearer pathways into employment and career advancement within the Los Angeles County homelessness response system.

Together, these investments will ensure students gain the academic, technical, and employability skills necessary for self-sufficiency in a critical public service and nonprofit workforce.



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<p>Below are the six §135(b) Requirements for Uses of Funds. Programs receiving these funds shall use such funds to A) develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment (CLNA) and B) support CTE programs that are sufficient size, scope, and quality to be effective and that</p>	<p>Indicate with a check mark which requirements have been met, below.</p>	
Requirements for Uses of Funds	MET	UNMET
1. Provide career exploration and career development activities through an organized, systemic framework designed to aid students, including in middle grades, before enrolling and while participating in a career technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. [§135(b)(1)]	✓	<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 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 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 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 type="checkbox"/>
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B). [§135(b)(6)]	<input type="checkbox"/>	✓



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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.)

The Homeless Service Work Certificate program is currently in the process of developing a system for long-term tracking of its program graduates. We have not implemented an evaluation and we plan to do so in the next year.



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Perkins V is very specific about the Permissive uses of funds. Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with Perkins V funds. Permissive Uses Per Section 135(c)

<input type="checkbox"/> Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs. [§135(c)(1)]
<input checked="" type="checkbox"/> Provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills; [§135(c)(2)]
<input checked="" type="checkbox"/> Local education and business (including small business) partnerships, including for: a) work-related experiences for students, such as internships, cooperatives education, school based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; b) adjunct faculty arrangements for qualified industry professionals; and c) industry experience for teachers and faculty; [§135(c)(3)]
<input type="checkbox"/> Provide programs for special populations. [§135(c)(4)]
<input type="checkbox"/> Assist career and technical student organizations. [§135(c)(5)]
<input checked="" 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 type="checkbox"/> Provide activities to support entrepreneurship education and training. [§135(c)(11)]
<input type="checkbox"/> Improve or develop new CTE courses, including the development of new proposed CTE programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-



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skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree. [§135(c)(12)]
<input checked="" type="checkbox"/> Develop and support small, personalized career-themed learning communities. [§135(c)(13)]
<input type="checkbox"/> Provide support for family and consumer sciences programs. [§135(c)(14)]
<input type="checkbox"/> Provide CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
<input type="checkbox"/> Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
<input type="checkbox"/> Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
<input type="checkbox"/> Provide support for training programs in automotive technologies. [§135(c)(18)]
<input checked="" 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) |



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

Total amount of Perkins V funding being requested for 2026-2027
\$31,539.00

Submitted by: **Alisa D. Orduna, Faculty**

Date: **02/09/2026**

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>							
Fall and Spring Faculty stipends of \$6,000 for each Fall and Spring Term (then 30% calculated in addition)	2	\$5,000.00	\$6,500.00	\$13,000.00	Stipend	High	Yes
HSW counselor for Fall (4 hours/week), approximately \$70/hour, then 15% benefits rate (actual rate for identified counselor is 7.3%)	1	\$5,040.00	\$5,796.00	\$5,796.00	Stipend	High	Yes
HSW counselor for Spring (7 hours/week), approximately \$70/hour, then 15% benefits rate (actual rate for identified counselor is 7.3%)	1	\$8,820.00	\$10,143.00	\$10,143.00	Stipend	Low	No

TOTAL \$28,939.00