



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: \$29,210.31 | Date: |
| Program/Discipline Name: IARC | |
| Program TOP Code: 1302 | |
| Department: Design Technology | |
| Department Chair: Sheila Cordova | Email: |
| cordova_sheila@smc.edu | |
| Submitted by: Javier Cambron | |



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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.

1 of the 84 are at or above the District negotiated level(s);
73 of the 84 are below the District negotiated level(s);
10 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) | | | 238 | 169 | 162 |
| Number of Concentrators | | | 78 | 51 | 40 |
| Core Indicator 1: Postsecondary Retention & Placement | 95.51 | 92.00 | 89.66 | 87.93 | 86.96 |
| Core Indicator 2: Earned Postsecondary Credential | 84.02 | 89.60 | 89.66 | 94.12 | 60.00 |
| Core Indicator 3: Non-traditional Program Enrollment | 27.18 | 27.00 | N/R | N/R | N/R |



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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:

A significant portion of students enroll in these courses for personal enrichment, as a creative outlet, or to explore interior design as a side interest rather than as a defined academic or career pathway. As a result, many students do not continue through the full certificate sequence or pursue formal placement after completing only a few courses. Additionally, some students choose to begin independent decorating or styling work informally after gaining introductory skills, which further contributes to lower retention and credential seeking rates. These enrollment behaviors, while reflective of strong community interest in the field, impact our ability to meet negotiated levels for this core indicator.

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

To improve performance on this indicator, we are expanding opportunities that help students see Interior Architecture as a viable professional pathway rather than just a hobby or side interest. Participation in the annual NOMAS B.G.L. Competition will expose students to a broader range of roles within the commercial design industry and help them understand the level of preparation and commitment required for professional practice. We are also partnering with local firms to coordinate large scale design studio projects, giving students the chance to collaborate with industry professionals, tour firms, and gain insight into the realities of the field beyond small residential decorating work. By increasing industry engagement, clarifying career pathways, and connecting students to more rigorous, career aligned experiences, we aim to strengthen student retention, encourage certificate completion, and support more intentional transitions into postsecondary education or the workforce.

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:

As mentioned above, many students take these courses for personal enrichment or as a creative side interest, and therefore do not intend to complete the full certificate sequence. As a result, a large portion of students exit the program after only a few classes or begin small independent decorating work without pursuing a formal credential. Additionally, among the students who do plan to continue in the field, many transfer to four year programs before completing our certificate requirements. Because their primary goal is university transfer, they often leave prior to finishing the credential or simply do not apply for it, even when they have completed most of the coursework. These combined factors contribute to lower certificate attainment and place the program below the negotiated level for this indicator.

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



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To improve performance on this indicator, we are focusing on increasing credential awareness and reducing barriers for students who do not typically apply for certificates on their own. The college has begun implementing Stellic, an academic planning platform that will track student progress and auto award credentials to those who complete the requirements—even if their primary goal is transferring. This is especially important for students who leave before applying for the certificate or who do not realize they have already met the requirements. In addition, we are strengthening counseling outreach and providing clearer guidance on the value of completing the credential, even for transfer bound students. These efforts will help ensure that more students receive recognition for their completed work and improve our overall credential attainment rates.

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:

N/R

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

N/R



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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 | 371 | 325 | 87.60% | 0 | 0 | 12 | 10 | 18 |
| 2023 - 24 | 310 | 284 | 91.61% | 0 | 0 | 21 | 23 | 39 |
| 2024 – 25 | 307 | 267 | 86.97% | 0 | 0 | 13 | 14 | 39 |

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 past several meetings, our Industry Advisory Committee has emphasized the need for stronger job placement preparation and clearer pathways that connect students to professional opportunities in the field. Committee members have also highlighted a growing industry expectation that emerging designers understand and can contribute to employers’ commitments to Diversity, Equity, and Inclusion (DEI) in both design practice and workplace culture. Additionally, they noted that students would benefit from more exposure to the broader commercial design industry, as many are only familiar with small scale residential work.

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

The Perkins V Project will address these industry identified needs by expanding students’ exposure to professional practice, workforce expectations, and the broader commercial design industry. Participation in the annual NOMAS B.G.L. Competition will introduce students to real world design challenges and a wider range of career pathways, helping them understand how DEI driven design and industry standards shape contemporary practice. Additionally, hosting our end of year student showcase and inviting local industry professionals will strengthen students’ professional networks and provide meaningful opportunities for feedback, mentorship, and career exploration.

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



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Participating in the NOMAS B.G.L. Competition and hosting our end of year student showcase align with these priorities by creating structured opportunities for students to interact with industry professionals, receive career connected feedback, and gain insight into workforce expectations. These activities reinforce our commitment to improving job placement readiness, elevating program visibility, and ensuring students experience the level of professional practice highlighted in our review.

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)

Our program faces several improvement challenges tied to student enrollment patterns, industry expectations, and program visibility. Many students take our courses for personal enrichment or as a creative side interest, which leads to low retention and credential completion, as students often leave after a few classes or begin informal residential decorating work without pursuing the full certificate. Even among students who intend to continue in the field, many transfer to four year programs before completing our credential requirements, or they do not apply for the certificate because their primary goal is transfer rather than program completion. Students in the program would benefit from a clearer pathways into the professional design field. Many are only familiar with small scale residential work and are not yet aware of the broader range of opportunities within the commercial design industry, or simply not interested. There is also a growing expectation in the field that emerging designers understand how Diversity, Equity, and Inclusion (DEI) principles shape both design practice and workplace culture. These trends highlight the need for more industry exposure, career connected learning, and experiences that help students see Interior Architecture as a professional pathway that requires sustained educational commitment.

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.)



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Our plan addresses these issues by increasing credential awareness, strengthening industry engagement, and creating clearer professional pathways for students. With the implementation of Stellic, the college will be able to track student progress and auto award certificates to those who complete requirements—even if they intend to transfer and would not normally apply on their own—while expanded counseling outreach helps students understand the value of earning the credential. At the same time, participation in the NOMAS B.G.L. Competition and our end of year Student Showcase will expose students to commercial scale design work, connect them with industry professionals, and provide insight into the expectations of professional practice beyond small residential projects. Together, these efforts support stronger retention, increased certificate completion, and more intentional transitions into transfer or the 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><i>Indicate with a check mark which requirements have been met, below.</i></p> | |
| Requirements for Uses of Funds | MET | UNMET |
| 1. Provide career exploration and career development activities through an organized, systemic framework designed to aid students, including in middle grades, before enrolling and while participating in a career technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. [§135(b)(1)] | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or para professionals. [§135(b)(2)] | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. [§135(b)(3)] | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Support integration of academic skills into CTE programs and programs of student to support 1) CTE participants at secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and 2) CTE participants at the postsecondary level in achieving academic skills. [§135(b)(4)] | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Plan and carry out elements that support the implementation of CTE program and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. [§135(b)(5)] | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B). [§135(b)(6)] | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



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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.)



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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 checked="" type="checkbox"/> Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs. [§135(c)(1)] |
| <input checked="" type="checkbox"/> Provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills; [§135(c)(2)] |
| <input checked="" type="checkbox"/> Local education and business (including small business) partnerships, including for: a) work-related experiences for students, such as internships, cooperatives education, school based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; b) adjunct faculty arrangements for qualified industry professionals; and c) industry experience for teachers and faculty; [§135(c)(3)] |
| <input checked="" type="checkbox"/> Provide programs for special populations. [§135(c)(4)] |
| <input checked="" type="checkbox"/> Assist career and technical student organizations. [§135(c)(5)] |
| <input checked="" type="checkbox"/> Mentor and support services. [§135(c)(6)] |
| <input checked="" 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 checked="" type="checkbox"/> Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry. [§135(c)(8)] |
| <input checked="" type="checkbox"/> Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education. [§135(c)(9)] |
| <input checked="" type="checkbox"/> Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including: articulation agreements between sub-baccalaureate degree granting postsecondary educational institutions; post-secondary dual and concurrent enrollment programs; academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and d) other initiatives to i) encourage the pursuit of a baccalaureate degree; and ii) overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations. [§135(c)(10)] |
| <input checked="" type="checkbox"/> Provide activities to support entrepreneurship education and training. [§135(c)(11)] |
| <input checked="" type="checkbox"/> Improve or develop new CTE courses, including the development of new proposed CTE programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree. [§135(c)(12)] |
| <input checked="" type="checkbox"/> Develop and support small, personalized career-themed learning communities. [§135(c)(13)] |



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| | |
|-------------------------------------|--|
| <input type="checkbox"/> | Provide support for family and consumer sciences programs. [§135(c)(14)] |
| <input checked="" type="checkbox"/> | Provide CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)] |
| <input checked="" type="checkbox"/> | Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)] |
| <input checked="" type="checkbox"/> | Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)] |
| <input checked="" 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 checked="" type="checkbox"/> | Support other CTE activities consistent with the purposes of the Act. [§135(c)(20)] |

Check One: Activities described in this proposal will be funded

- Entirely with Perkins V Funds
- Entirely with Other Funding Sources
- Using Both Perkins V and Other Funding Sources

The following are NOT allowable expenditures under Perkins V:

- | | |
|-------------------------------------|---|
| 1. Entertainment | 9. Audits, except single audit |
| 2. Awards and memorabilia | 10. Contributions and donations |
| 3. Individual memberships | 11. Contingencies |
| 4. College tuition, fees, books | 12. Facilities and furniture * |
| 5. Membership with orgs. that lobby | 13. General advertising |
| 6. Fines and penalties | 14. Alcohol |
| 7. Insurance/self-insurance | 15. Fund raising |
| 8. Expenses that supplant | 16. General administration |
| | 17. Faculty Salaries (for Instruction with the exception of adult or out-of-school youth) |

EDGAR

Provisions in the Education Department General Administrative Regulations Part 76 subpart F Sec. 76.533 Acquisition of real property; construction.



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No State or subgrantee may use its grant or subgrant for acquisition of real property or for construction unless specifically permitted by the authorizing statute or implementing regulations for the program.

The interpretation of the Chancellor’s Office is that construction is not an allowable expenditure.

EDGAR Part 74c Section 74.27 refers us to OMB circular A21 which specifies in J.16(B)(1) and (3)

(1) Capital expenditures for general purpose equipment, buildings, and land are **unallowable** as direct charges, except where approved in advance by the sponsoring agency.

(2) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are **unallowable** as direct charges, except where approved in advance by the sponsoring agency. **Sponsoring agency as used in the OMB circular is the USDE**

Supplanting: Supplanting or supporting staff or equipment that should be supplied by the District (maintaining programs rather than improving or expanding them).

The prohibition against facilities and furniture can also be based on the Supplement/Not Supplant provision found in Section 311 of the Perkins Act. Generally construction of a facility is a local responsibility as is the furnishing of the facility with furniture etc. Therefore, to charge such costs to the Perkins grant would be a supplanting of a local responsibility.

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet and the signed 2025-26 core indicator report along with your application.** If you need assistance with the application and budget development, please contact the Ruth Casillas for assistance – casillas_ruth@smc.edu or 310) 434-4023.

Total amount of Perkins V funding being requested for 2026-2027 **\$29,210.31**

Submitted by: **Javier Cambron**

Date:

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> | | | | | | | |
| National Organization of Minority Architects Conference Registration | 5 | \$550.00 | \$550.00 | \$2,750.00 | Conference | High | No |
| Airfare to attend NOMAS Conference | 5 | \$625.00 | \$625.00 | \$3,125.00 | Conference | High | No |
| Hotel to attend NOMAS Conference | 5 | \$1,600.00 | \$1,600.00 | \$8,000.00 | Conference | High | No |
| Student Show / Program Marketing | 1 | \$5,000.00 | \$6,500.00 | \$6,500.00 | Stipend | High | No |
| Student Show Program Coordinator Stipend | 3 | \$1,500.00 | \$1,950.00 | \$5,850.00 | Stipend | High | No |
| Student Show Printing | 1 | \$3,000.00 | \$3,322.50 | \$3,322.50 | Printing | High | No |

TOTAL \$29,547.50

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

1302 - Interior Design and Merchandising

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

Cohort Year CTE Enrollments: 273

CTE Headcount: 162

(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* | 40 | 46 | 95.51 | 92.00 | 86.96 | -5.0 | 4.2 |
| Gender | | | | | | | |
| Female | 32 | 36 | 95.51 | 92.00 | 88.89 | -3.1 | 6.1 |
| Male | 8 | 10 | 95.51 | 92.00 | 80.00 | -12.0 | -2.8 |
| Ethnicity / Race | | | | | | | |
| Asian | | 1 | 95.51 | 92.00 | 0.00 | N/A | N/A |
| Black or African-American | 1 | 1 | 95.51 | 92.00 | 100.00 | N/A | N/A |
| Filipino | 2 | 2 | 95.51 | 92.00 | 100.00 | N/A | N/A |
| Hispanic | 11 | 13 | 95.51 | 92.00 | 84.62 | -7.4 | 1.8 |
| American Indian/Alaskan Native | | | 95.51 | 92.00 | N/R | N/R | N/R |
| Other Non-White | | | 95.51 | 92.00 | N/R | N/R | N/R |
| Pacific Islander | | | 95.51 | 92.00 | N/R | N/R | N/R |
| Multi-Ethnicity | 4 | 5 | 95.51 | 92.00 | 80.00 | N/A | N/A |
| White Non-Hispanic | 20 | 22 | 95.51 | 92.00 | 90.91 | -1.1 | 8.1 |
| Special Populations | | | | | | | |
| Individuals Preparing for Non-Traditional Fields | | | 95.51 | 92.00 | N/R | N/R | N/R |
| Out of Workforce Individuals | 2 | 3 | 95.51 | 92.00 | 66.67 | N/A | N/A |
| Individuals with Economically Disadvantaged Families | 25 | 27 | 95.51 | 92.00 | 92.59 | 0.6 | 9.8 |
| English Learners | 3 | 3 | 95.51 | 92.00 | 100.00 | N/A | N/A |
| Single Parents | 2 | 2 | 95.51 | 92.00 | 100.00 | N/A | N/A |
| Individuals with Disabilities | 2 | 2 | 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* | 15 | 25 | 84.02 | 89.60 | 60.00 | -29.6 | -20.6 |

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| Gender | | | | | | | |
|--|----|----|-------|-------|--------|-------|-------|
| Female | 12 | 19 | 84.02 | 89.60 | 63.16 | -26.4 | -17.5 |
| Male | 3 | 5 | 84.02 | 89.60 | 60.00 | N/A | N/A |
| Ethnicity / Race | | | | | | | |
| Asian | 1 | 1 | 84.02 | 89.60 | 100.00 | N/A | N/A |
| Black or African-American | | | 84.02 | 89.60 | N/R | N/R | N/R |
| Filipino | 1 | 1 | 84.02 | 89.60 | 100.00 | N/A | N/A |
| Hispanic | 4 | 6 | 84.02 | 89.60 | 66.67 | N/A | N/A |
| 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 | 3 | 84.02 | 89.60 | 66.67 | N/A | N/A |
| White Non-Hispanic | 6 | 11 | 84.02 | 89.60 | 54.55 | -35.1 | -26.1 |
| Special Populations | | | | | | | |
| Individuals Preparing for Non-Traditional Fields | | | 84.02 | 89.60 | N/R | N/R | N/R |
| Out of Workforce Individuals | 2 | 3 | 84.02 | 89.60 | 66.67 | N/A | N/A |
| Individuals with Economically Disadvantaged Families | 9 | 14 | 84.02 | 89.60 | 64.29 | -25.3 | -16.4 |
| English Learners | | 1 | 84.02 | 89.60 | 0.00 | N/A | N/A |
| Single Parents | 3 | 3 | 84.02 | 89.60 | 100.00 | N/A | N/A |
| Individuals with Disabilities | 1 | 1 | 84.02 | 89.60 | 100.00 | N/A | N/A |
| Homeless Individuals | | | 84.02 | 89.60 | N/R | N/R | N/R |
| Youth in Foster Care | | | 84.02 | 89.60 | N/R | N/R | N/R |
| Youth with Parent in Active Military | | | 84.02 | 89.60 | N/R | N/R | N/R |

| Core Indicator 3 - Cohort Yr: 2022- 2023 Non-traditional Program Enrollment | | | Negotiated Level | | College Performance | Percent Above or Below Negotiated Level | Percent Above or Below 90% Negotiated Level |
|--|-------|-------|-------------------------|----------|----------------------------|--|--|
| | Count | Total | State | District | | | |
| CTE Cohort* | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Gender | | | | | | | |
| Female | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Male | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Ethnicity / Race | | | | | | | |
| Asian | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Black or African-American | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Filipino | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Hispanic | | | 27.18 | 27.00 | N/R | N/R | N/R |
| American Indian/Alaskan Native | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Other Non-White | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Pacific Islander | | | 27.18 | 27.00 | N/R | N/R | N/R |

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| | | | | | | | |
|--|--|--|-------|-------|-----|-----|-----|
| Multi-Ethnicity | | | 27.18 | 27.00 | N/R | N/R | N/R |
| White Non-Hispanic | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Special Populations | | | | | | | |
| Individuals Preparing for Non-Traditional Fields | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Out of Workforce Individuals | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Individuals with Economically Disadvantaged Families | | | 27.18 | 27.00 | N/R | N/R | N/R |
| English Learners | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Single Parents | | | 27.18 | 27.00 | N/R | N/R | N/R |
| Individuals with Disabilities | | | 27.18 | 27.00 | N/R | N/R | N/R |
| 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* | 6 | 14 | 72.00 | 73.25 | 42.86 | -30.4 | -23.1 |
| Gender | | | | | | | |
| Female | DR | DR | 72.00 | 73.25 | DR | N/A | N/A |
| 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 | | | 72.00 | 73.25 | N/R | N/R | N/R |
| Filipino | | | 72.00 | 73.25 | N/R | N/R | N/R |
| Hispanic | DR | DR | 72.00 | 73.25 | DR | N/A | N/A |
| American Indian/Alaskan Native | | | 72.00 | 73.25 | N/R | N/R | N/R |
| Other Non-White | | | 72.00 | 73.25 | N/R | N/R | N/R |
| Pacific Islander | | | 72.00 | 73.25 | N/R | N/R | N/R |
| Multi-Ethnicity | DR | DR | 72.00 | 73.25 | DR | N/A | N/A |
| White Non-Hispanic | DR | DR | 72.00 | 73.25 | DR | N/A | N/A |
| Special Populations | | | | | | | |
| Individuals Preparing for Non-Traditional Fields | | | 72.00 | 73.25 | N/R | N/R | N/R |
| Out of Workforce Individuals | DR | DR | 72.00 | 73.25 | DR | N/A | N/A |
| Individuals with Economically Disadvantaged Families | DR | DR | 72.00 | 73.25 | DR | N/A | N/A |
| English Learners | | | 72.00 | 73.25 | N/R | N/R | N/R |
| Single Parents | DR | DR | 72.00 | 73.25 | DR | N/A | N/A |
| Individuals with Disabilities | | | 72.00 | 73.25 | N/R | N/R | N/R |
| 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 |

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| | | | | | | | |
|--------------------------------------|--|--|-------|-------|-----|-----|-----|
| 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:

- _____ 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 list as (N/A, N/R)

President or Designee, : 