



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

**Information Sheet for other Funding Sources to avoid supplanting
Grant funds are meant to supplement, not supplant**

Lottery funds

There is no application process as Lottery would like to keep the requests open and flexible.

Chairs can email Sasha King directly with a copy to Alex Becket simply stating their funding request. As long as the request is for:

Academic/instructional materials and technology to support online and/or on ground classroom instruction with a direct benefit to students' academic success and cognitive learning in the online or on ground classroom.

Faculty need to provide a brief explanation (two to three sentences) on how their request/s support academic success of students in the online and/or on ground classroom.

[Associated Students](#)

Here are a few examples of what A.S. can fund:

- Guest speakers
- Graduation stoles for students
- Funds for food/refreshments for students/student events
- T-shirts or other SMC swag for students
- Payments to vendors for services for students

Criteria

- No salaries or wages to any students or employees of Santa Monica College will be funded.
- No prizes or giveaways with transferrable value.
- The A.S. Board of Directors will not fund proposals retroactively nor reimburse any expenses incurred prior to Board Approval.
- Proposals should be submitted by Wednesdays at 2pm (Weekly, rolling basis).
- Proposals need to be reviewed (and approved) by the A.S. Finance Committee (Wednesdays @ 11am) and the A.S. Board of Directors (Mondays @ 3pm).
- All proposals must abide by the [A.S. Fiscal Policy](#). Please review this for complete criteria and requirements.

How?

Submit a Funding Proposal using forms found on the A.S. Webpage:

[More information on AS Funding Proposals, including timelines click here.](#)



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



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

[Associates](#)

Submissions are generally due in October and in May. You will see a Bulletin asking for submissions. It takes a Professor to back/market the lecture and it has to be geared towards our students and it should Enrich, Inspire & Engage them. Generally, most speakers are paid a stipend of \$250.

[Chairs of Excellence](#)

The Chairs of Excellence are grants awarded to exceptional faculty members striving for innovative avenues to advance the opportunities of our students in this global environment with an equity-centric lens at the forefront of their proposal.

The Chairs of Excellence have been established for specific academic disciplines by the generous donations of individuals and corporations. Each chair is established with an endowment of \$100,000 or more, and maintained as separate fund within the permanently restricted portfolio of The Santa Monica College Foundation.

Each applicant is required to submit a proposal for the three-year project. Only full-time faculty in the Chair's designated discipline may apply.

- Proposals must be approved by their department chair.

The Selection Committee reviews the proposals with the following priorities in mind:

- Professional development of the faculty member can be included as part of the stated goal as long as it pertains directly to a positive impact on student outcomes.
- Proposals must clearly state how the funds will be used to meet the stated goals.
- Selection Committee will meet in April. Decisions will be rendered and formally announced immediately following.

[Noncredit Initiatives](#)

Noncredit classes and certificate programs are a great way to build skills or to help students prepare to reenter the workforce! Noncredit classes are designed to be flexible in order to meet student needs. Noncredit offers free short term programs that can help prepare students to enter the workforce or continue their education and also offer free open entry, open exit Noncredit ESL and Citizenship classes. Since these are skill building courses, students can build skills without worrying how it will affect grades, financial aid or degree progress.

For more information on Noncredit please contact Luis Jauregui – Jauregui_luis@smc.edu or 310) 434-3403.



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

Before submitting a proposal, please check with the following resources.

- Lottery
- [Associated Students](#)
- [Associates](#)
- [Foundation](#)
[Chairs of Excellence](#)
- [Noncredit Initiatives](#)

Please submit the following:

- Grant Proposal
- Signed Core Indicator Report
- Budget
- Quotes

Please do not submit links to items. If you cannot obtain a quote, take a screen shot of the item(s) and copy/paste onto a Word document.

For computer/hardware items – quotes must be obtained from IThelp@smc.edu.

Warranties and other Services should be only for the performance period of the grant (July 1, 2026 – June 30, 2027) – meaning, multi-year contracts and services cannot be funded.

The items listed in the budget should be described in the proposal. The reader should be able to look at the budget and know what the items are for after reading the proposal.



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

Perkins V – The Strengthening Career and Technical Education for the 21st Century Act was signed into law in 2018 with significant changes. The new Act requires that funds be used to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in Career and Technical Education (CTE) programs and programs of study.

Changes in the Use and Administration of Perkins Funds

- **Accountability (Meeting Performance Indicators)** - projects must focus on Core Indicators for their TOP code and improving student success (attainment of 2.0 or better), completions (degree, certificate or transfer-ready status), employment (placement/retention in jobs), gender-equity,
- **Connections Between Secondary and Postsecondary Education** – course sequences from high school through college must be established for each CTE program that receives funds
- **Links to Business and Industry** – A much stronger theme within the 2006 Act is increased coordination with business and industry. Additional focus is also placed on high-demand occupations, in addition to those that are high skill and high wage.
- **Special Populations** – A greater emphasis has been placed on special populations by placing the provision of activities to prepare special populations for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency into the required use of funds. We have two name changes and three new populations:

- Individuals with Disabilities
- Economically Disadvantaged
- Non-traditional Fields
- Single Parents (*Including single pregnant woman*)
- Out of Workforce Individuals (*Used to be Called Displaced Homemaker*)
- English Learners (*Used to be Called Limited English Proficient*)
- Homeless Youth (*New*)
- Youths who are in or have aged out of the foster care system (*New*)
- Youth with parents in the armed forces and on active duty (*New*)

Please submit one application per TOP code

Total Funding Perkins Requested: 116,626.13	Date: February 1, 2026
Program/Discipline Name: Interaction Design (IxD) Bachelor's Degree Program	
Program TOP Code: 1099	
Department: Design Technology	
Department Chair: Sheila Cordova	Email: cordova_sheila@smc.edu



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

Submitted by: **Nicole Chan**



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

Check all activity categories to be funded with Perkins V:

X Career Exploration and Development. Provide career exploration and career development activities through an organized, systematic framework;

X Professional Development. Provide professional development for a wide variety of CTE professionals;

X Skill Development. Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

X Skill and Program Integration. Support integration of academic skills into CTE programs;

X 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

X Develop and Implement Evaluations. Develop and implement evaluations of the activities funded by Perkins;



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

Part I: Review the core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator Report.

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

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

79 of the 84 are listed as (N/R or N/A)

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

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

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

NOTE: * CODING ERRORS SHOULD BE CORRECTED NEXT YEAR

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



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

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

In columns 2 insert the State Negotiated rate from the 2024-25 Core Indicator Report.

In column 3 insert the District (Local) Negotiated rate from the 2024-25 Core Indicator Report

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

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

[Chancellor’s Office Data Mart](#)

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

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator	2025-2026 State Negotiated Level	2025-2026 Local Negotiated Level	2023-2024 Fiscal Year Planning College Performance	2024-2025 Fiscal Year Planning College Performance	2025-2026 Fiscal Year Planning College Performanc e
Unduplicated Count (CTE Headcount)			51	49	40
Number of Concentrators			40	32	17
Core Indicator 1: Postsecondary Retention & Placement	92	92	86.96	88.89	89.47
Core Indicator 2: Earned Postsecondary Credential	89.60	89.6	100	100	35.71
Core Indicator 3: Non-traditional Program Enrollment	27	27	N/A	N/A	N/R



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

Please provide a narrative explaining how your Perkins Funded Project in 2026-2027 will improve your Core Indicator Data.

Core indicator 1 (Postsecondary Retention & Placement):

Is this indicator above or below the state negotiated level? Above Below

If this indicator is below, please state why:

The SMC Interaction Design B.S. program serves a diverse student population, including a number of students from economically disadvantaged backgrounds. While the program provides strong academic and technical training, 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 industry more challenging, particularly in design and technology fields where professional exposure and mentorship play a critical role in career outcomes.

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

To better support students from economically disadvantaged families, the program plans to strengthen career-focused support systems tailored to the needs of design and technology students. This includes expanding access to structured career counseling, paid or stipended internship opportunities, and intentional industry partnerships that reduce financial barriers to participation. By building clearer pathways to professional experience and increasing access to networking and mentorship, the program aims to ensure all students graduate with the skills, confidence, and connections needed to succeed in the competitive and rapidly evolving field of Interaction Design.

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 how you plan to improve it:

When appropriate, faculty currently collaborate with existing campus counseling and career services to support students. Moving forward, the IxD program will increase the number of faculty-led touchpoints, providing more consistent guidance and advising throughout the student experience. These efforts will create a coordinated, instruction-led support system that enhances retention,



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

promotes timely completion, and prepares students for employment in creative technology fields. By embedding advising into coursework, clarifying credential pathways, and integrating applied learning experiences, the IxD B.S. program aims to increase postsecondary credential attainment in a measurable way.

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



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

Program Completers: Information Requested below can be obtained from the California Community Colleges “Data Mart and Report” Web-site.

[Enrollments and Retention Data](#)
[Program Award Data](#)

Term	Total Enrollments	Retained	Percent Retained	No. of Noncredit Certificates Awarded	No. of Bachelor Degrees Awarded	No. of AA/AS Degrees Awarded	No. Of Certificate of Achiev. Awarded	No. of Dept. Certificates Awarded
2022 - 23	214	214	100%	0	21	23		
2023 - 24	254	251	98.85%	0				
2024 – 25	223	220	98.6		18			

ADVISORY COMMITTEE

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

For our program Advisory Board meetings, the primary focus has been on ensuring the Interaction Design B.S. curriculum remains closely aligned with current industry expectations and hiring needs. Advisors have emphasized the importance of preparing students for entry-level roles by strengthening applied design skills, cross-disciplinary collaboration, and fluency with industry-standard tools and workflows. These conversations directly informed the development of the new B.S. in Design curriculum, which launched in Fall 2025 and reflects evolving expectations in the design and technology workforce.

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

The Perkins V project directly supports these priorities by expanding resources and infrastructure for Interaction Design B.S. students. Funding will be used to increase access to industry-standard design and prototyping tools, software, and collaborative workspaces that mirror professional environments. The project also supports deeper engagement with industry through mentorship, guest lectures, and applied projects, giving students regular exposure to current practices and expectations. The funding will also



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

help support curriculum enhancements and specialized coursework that ensure students graduate with the technical skills, design literacy, and professional readiness needed to successfully enter the field.

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

These activities align closely with the program's long-term plan which needs to strengthen student support systems, expand professional networking opportunities, and increase the visibility of the Interaction Design B.S. program. Perkins-supported initiatives help advance these goals by improving access to resources, reinforcing career pathways, and supporting targeted program marketing efforts. Together, these efforts position the program as a competitive, forward-thinking option for students pursuing careers in design and technology, while reinforcing strong connections with industry partners.

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)

IxD is focused on building the infrastructure and systems necessary to operate as a competitive, industry-aligned B.S. program.

Current challenges include scaling student support with any enrollment increases; strengthening career readiness and job placement pathways; and expanding experiential learning that reflects real-world design and technology practices. Additional needs include program onboarding and cohort-building, industry- and community-sponsored projects, mentorship and internship pipelines, alumni engagement and outcome tracking, and strategic marketing to increase program awareness.

As Interaction Design continues to evolve, students are expected to work with advanced tools such as real-time prototyping platforms, motion and 3D software, and emerging technologies. Equitable access to industry-standard hardware and software is essential to ensuring all students are prepared for entry-level roles and can fully participate in advanced coursework.



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

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 program faces challenges related to scaling student support, strengthening career readiness pathways, and expanding experiential learning opportunities that reflect current professional practice. Additional areas of need include cohort onboarding and community-building, alumni engagement and outcome tracking, industry and community sponsored class projects, mentorship and internship pipelines, and strategic marketing to increase program awareness.

Interaction Design is a rapidly evolving field that requires students to work with advanced, resource-intensive tools such as real-time prototyping platforms, motion and 3D software, and emerging technologies. Ensuring equitable access to industry-standard hardware and software is critical to student success and preparation for roles in design and technology.

This proposal supports a coordinated set of activities designed to strengthen the student journey, improve career readiness, and expand experiential learning across the IxD B.S. program.

Funding will support a more consistent and intentional onboarding and semester kick-off experience for each cohort, helping students build community, understand program expectations, and connect early to industry practices and career pathways.

Extracurricular academic and professional development activities will continue to foster soft skills, collaboration, and growth mindset while increasing access to working designers, alumni, and industry partners. These efforts directly support enrollment growth, career education, and job placement outcomes.

Resources will also support alumni engagement, mentorship opportunities, and outcome tracking to strengthen industry connections and inform ongoing program improvement.

Industry and community sponsored projects, along with mentorships and internships, will continue to be formalized and expanded, giving students meaningful, hands-on experience aligned with workforce expectations.

To support advanced instruction and experiential learning, this proposal includes funding for a high-performance gaming laptop. This equipment will enable faculty and students to engage in resource-intensive workflows related to prototyping, motion, 3D, interactive systems, and emerging technologies, ensuring equitable access to industry-standard tools.



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

Finally, targeted marketing efforts will highlight student and alumni success, industry partnerships, and career outcomes to increase program visibility, support enrollment, and position the IxD B.S. program as a strong pathway into design and technology careers.



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

<p>Below are the six §135(b) Requirements for Uses of Funds. Programs receiving these funds shall use such funds to A) develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment (CLNA) and B) support CTE programs that are sufficient size, scope, and quality to be effective and that</p>	<p>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)]	X	<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)]	X	<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)]	X	<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)]	X	<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)]	X	<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)]	X	<input type="checkbox"/>



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

FOR THOSE REQUIREMENTS LISTED ABOVE AS “UNMET”

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

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



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

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

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

<input type="checkbox"/> Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs. [§135(c)(1)]
<input 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 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 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-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities by which CTE



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

students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree. [§135(c)(12)]
<input 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 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:

- | | |
|--|---|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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) |
|--|---|



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

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
\$75,808.91

Submitted by: **Nicole Chan**

Date: February 6, 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>							
Subscription							
Slideroom Application Software	2	\$3,300.00	\$3,654.75	\$7,309.50	Subscription	High	No
Webflow Business Hosting (Domain)	1	\$468.00	\$518.31	\$518.31	Subscription	High	No
Mail Chimp: Marketing Plan (\$26.50 per month)	1	\$318.00	\$352.19	\$352.19	Subscription	High	No
Calendy: (Standard Monthly Plan, \$12 per month)	1	\$144.00	\$159.48	\$159.48	Subscription	High	No
Bitwarden (Family Plan, \$3.99 per month)	1	\$47.88	\$53.03	\$53.03	Subscription	High	No
Student Help (check on how to determine cost)							
Student Worker Budget (2 students, Summer–8 weeks)	2	\$6,325.20	\$6,443.48	\$12,886.96	Student Help	High	Yes
Student Worker Budget (2 students, Fall–16 weeks)	2	\$8,433.60	\$8,591.31	\$17,182.62	Student Help	High	Yes
Student Worker Budget (2 students, Spring–16 weeks)	2	\$8,433.60	\$8,591.31	\$17,182.62	Student Help	High	Yes
Student Worker Budget (2 students, Winter–6 weeks)	2	\$4,743.90	\$4,832.61	\$9,665.22	Student Help	High	Yes
Stipends							
CMD Showcase Work (Adjunct support)	1	\$5,000.00	\$6,500.00	\$6,500.00	Stipend	High	Yes
			\$0.00	\$0.00	Stipend	Low	No

TOTAL \$71,809.92

Billing #251241698

Santa Monica College Design Tech Department

Attn: Accounts Payable SMC Design Tech Dept
1900 Pico Blvd
Santa Monica, CA 90405, United States



billing@slideroom.com
+1 (617) 729-2758

#251241698

Your account is currently past due in the amount of **\$1,320.00**.

Item	Due to smcixd	Due to SlideRoom
Balance Forward		\$2,420.00
Payment - Check #22502005 - Thank You		(\$1,100.00)
Program: Bachelor of Science, Interaction Design – Fall 2026 Admissions		\$10.00
	Due To SlideRoom	\$1,330.00
	Due To smcixd	\$0.00
	Total Due to SlideRoom	\$1,330.00 USD
	Balance due Feb 1, 2026	

For a W-9 or other payment information please email: billing@slideroom.com

Checks should be made payable to SlideRoom Technologies and mailed to:

SlideRoom Technologies
c/o Liaison International
20 Guest Street, Ste. 800
Brighton, MA 02135



From **Webflow, Inc.**
398 11th Street
2nd Floor
San Francisco, CA 94103
United States
EIN - 46-1068692

INVOICE

Invoice For **SMC IxD Workspace**
IXD@smc.edu

Invoice ID in_0Rr1uZo2ZNzxqgUA6HQQp7IU
Invoice Number 1753989187
Date Jul 31st 2025
Site ID smc-interaction-design-website
Status paid

Paid By **Sherri Himelstein**
visa ending in 3664
1900 Pico Blvd
Santa Monica, CA 90405
United States

Description	Unit Price (USD)	Quantity	Amount
1 Site × Business Hosting (at \$468.00 / year), from Jul 31 2025 to Jul 31 2026	USD 468.00	1	USD 468.00

Subtotal **USD 468.00**
Total **USD 468.00**

Amount Due USD 468.00
Ending Balance **USD 0.00**



Live expert help



Navigation



ESSENTIALS

Change Plan

Marketing Plan

\$26^{.50} per month

Contacts 498 of 1,500

1,002 remaining

Email Sends 0 of 15,000

15,000 remaining

When you exceed your contacts or sends limit, you incur additional charges of \$12.75/mo per additional 500 contacts (comes with additional 5,000 email sends)

[Convert to Pay As You Go](#)

Estimate for Feb 16 - Mar 15

\$26.50

Your total isn't final until your billing cycle is over.

Essentials plan \$26.50

1,500 contacts*

15,000 email sends*

Tax \$0.00

Estimated Total \$26.50

Autopay on February 16, 2026

*When you exceed your limit, you incur additional charges of \$12.75/mo per additional 500 contacts (comes with additional 5,000 email sends).

[Learn more](#)

FREE

Change Plan

Feedback



Mailchimp Receipt MC19038161

Issued to

Nicole Chan
SMC IxD
ixdsocial@smc.edu
Office phone: 7035896236
1660 Stewart St Santa Monica, CA 90404-4020

Issued by

Mailchimp
c/o The Rocket Science Group, LLC
405 N. Angier Ave. NE, Atlanta, GA 30308
USA
www.mailchimp.com
Tax ID: US EIN 58-2554149

Details

Order# 19038161
Date Paid: December 16, 2025 02:15 AM New York

Billing statement

Essentials plan	\$26.50
1,500 contacts	

Paid via Visa ending in 3664 which expires 03/2029	\$26.50
on December 16, 2025	

[Looking for our W-9?](#)

[Looking for our United States Residency Certificate?](#)

Balance as of December 16, 2025	\$0.00
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If a refund is required, it will be issued in the purchase currency for the amount of the original charge.

Sales Tax was not applied to this purchase.





Calendly LLC
115 E Main Street
Ste A1B PMB 123
Buford, GA 30518
United States

Payment for this invoice cannot be made via ACH, Wire, or Check.

BILLED TO
90405
United States

INVOICE

Invoice # 16478444
Invoice Date Dec 10, 2025
Invoice Amount \$12.00 (USD)
Customer ID AzZmifUtUF9aY9KjD

PAID

SUBSCRIPTION
ID AzqLEPUtUFA7V9NHW
Billing Period Dec 10, 2025 to Jan 10, 2026
Next Billing Date Jan 10, 2026

DESCRIPTION	UNITS	UNIT PRICE	AMOUNT (USD)
Standard Monthly	1	\$12.00	\$12.00
Total			\$12.00
Payments			(\$12.00)
Amount Due (USD)			\$0.00

PAYMENTS

\$12.00 (USD) was paid on 10 Dec, 2025 11:54 EST by Visa card ending 3664.

NOTES

Calendly's international tax information is listed below:

Australia: 300035282021
Canada GST/HST: 772834362RT9999
British Columbia: PST-1493-7659
Saskatchewan : 8170235
Quebec: NR00123994
EU: EU372082401
India: 9924USA29047OS6
UK: 483209877

Personal

Business

Basic Free

\$0 per month
Free forever

Create Free Account

Get a Bitwarden vault

- ✓ Unlimited devices
- ✓ Passkey management
- ✓ All the core functions
- ✓ Always free

Share vault items with one other user.

Premium

\$1.65 per month
Billed annually at \$19.80

Create Premium Account

Enjoy premium features

- ✓ Integrated authenticator
- ✓ File attachments
- ✓ Emergency access
- ✓ Security reports and more

Share vault items with one other user

Families

\$3.99 per month
Up to 6 users, billed annually at \$47.88

Start Free Trial

Secure your family logins

- ✓ 6 premium accounts
- ✓ Unlimited sharing
- ✓ Unlimited collections
- ✓ Organization storage

Share vault items between six people

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

1099 - Other Fine and Applied Arts

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

Cohort Year CTE Enrollments: 193

CTE Headcount: 40

(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*	17	19	95.51	92.00	89.47	-2.5	6.7
Gender							
Female	13	13	95.51	92.00	100.00	8.0	17.2
Male	4	6	95.51	92.00	66.67	N/A	N/A
Ethnicity / Race							
Asian	2	3	95.51	92.00	66.67	N/A	N/A
Black or African-American	3	3	95.51	92.00	100.00	N/A	N/A
Filipino	1	1	95.51	92.00	100.00	N/A	N/A
Hispanic	3	3	95.51	92.00	100.00	N/A	N/A
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	1	1	95.51	92.00	100.00	N/A	N/A
White Non-Hispanic	7	8	95.51	92.00	87.50	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields			95.51	92.00	N/R	N/R	N/R
Out of Workforce Individuals	3	3	95.51	92.00	100.00	N/A	N/A
Individuals with Economically Disadvantaged Families	12	14	95.51	92.00	85.71	-6.3	2.9
English Learners	1	1	95.51	92.00	100.00	N/A	N/A
Single Parents	1	1	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			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			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
CTE Cohort*	5	14	84.02	89.60	35.71	-53.9	-44.9

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

Perkins V, Title I, Part C Local Application

Gender							
Female	3	9	84.02	89.60	33.33	N/A	N/A
Male	2	4	84.02	89.60	50.00	N/A	N/A
Ethnicity / Race							
Asian		2	84.02	89.60	0.00	N/A	N/A
Black or African-American		1	84.02	89.60	0.00	N/A	N/A
Filipino			84.02	89.60	N/R	N/R	N/R
Hispanic	2	4	84.02	89.60	50.00	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			84.02	89.60	N/R	N/R	N/R
White Non-Hispanic	2	6	84.02	89.60	33.33	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields			84.02	89.60	N/R	N/R	N/R
Out of Workforce Individuals		2	84.02	89.60	0.00	N/A	N/A
Individuals with Economically Disadvantaged Families	3	10	84.02	89.60	30.00	-59.6	-50.6
English Learners		1	84.02	89.60	0.00	N/A	N/A
Single Parents			84.02	89.60	N/R	N/R	N/R
Individuals with Disabilities	1	3	84.02	89.60	33.33	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*			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

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

Perkins V, Title I, Part C Local Application

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*	DR	DR	72.00	73.25	DR	N/A	N/A
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			72.00	73.25	N/R	N/R	N/R
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			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
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*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 84, I certify and acknowledge that performance in the 84 Core Indicator categories is as follows:

- 3 of the 84 are at or above the District negotiated level(s);
- 6 of the 84 are below the District negotiated level(s);
- 79 of the 84 are list as (N/A, N/R)

President or Designee, : 