



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: \$65,090.08	Date: Jan. 30, 2026
Program/Discipline Name: Journalism	
Program TOP Code: 0602	
Department: Communication and Media Studies	
Department Chair: Redelia Shaw	Email: shaw_redelia@smc.edu
Submitted by: Sharyn Obsatz, Journalism Program Lead	



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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.

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

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

78 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 Performance
Unduplicated Count (CTE Headcount)			42	51	53
Number of Concentrators			20	17	18
Core Indicator 1: Postsecondary Retention & Placement	95.51	92	95	100	100
Core Indicator 2: Earned Postsecondary Credential	89.60	89.60	100	100	100
Core Indicator 3: Non-traditional Program Enrollment	27.18	27	DR/NR	DR/NR	DR/NR



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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:

This indicator for our top code is DR/NR



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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	455	371	81.5	0	0	17	0	0
2023 - 24	415	382	92	0	0	21	0	0
2024 – 25	485	405	83.5	0	0	16	0	0

ADVISORY COMMITTEE

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

The advisory committee recommended crosstraining journalists so they can write, take photos, make videos and create social media content to best adjust to constant changes in the industry. They also recommended emphasizing hands-on experience so that they are prepared for internship opportunities and leadership roles in their college newsrooms once they transfer. They also recommend strengthening the broadcast journalism program, offering a public relations degree and certificate of achievement and expanding students multimedia reporting experience. Lastly they have discussed how the program might use the upcoming 100-year anniversary of the student newspaper for advertising/marketing purposes to increase enrollment and further elevate the program's award-winning reputation.

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

The Perkins proposal includes equipment (cameras, notebooks, updated editor computers) that will give students hands-on experience in creating media content, both social media (YouTube) broadcast equipment and photojournalism equipment for content that is often run on the Corsair newsroom's social media channels, most prominently on Instagram. The economic-equity-related goal for the photojournalism classes is for every student to have access to an industry-standard camera if they cannot afford to buy their own. The proposal also covers sending students to conferences where they will learn from industry professionals and compete for journalism awards they can use on their resumes, LinkedIn and for job interviews to expand their career opportunities. It covers industry-standard project management software (Asana) that students use in the newsroom that they can also put on their



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resumes. It also funds stipends and two student workers who will help the Corsair comb through 100 years of news coverage to find highlights that could be featured in a historical book and exhibition in 2029.

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

Our program plan is always to prepare students to be thought leaders and innovators in the journalism industry. Ensuring that our students have access to the latest and industry standard equipment and can attend journalism conferences to network and learn from professional journalists is part of that plan. The funding we are requesting will meet those goals. We also want to strengthen the program for the next 100 years.

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)

Journalism students come from diverse economic backgrounds and are balancing classes with childcare, family care and job responsibilities. They often commute multiple hours by public transit each day, and often cannot afford to buy their own industry standard cameras or laptops. We want the Corsair newsroom to provide the equipment students need but cannot afford. This Perkins request allows us to ensure they have the equipment they need to produce content and collaborate smoothly. This request also funds faculty and student participation in journalism conferences, plus a small stipend for the photojournalism advisor and two students to start planning the 100th-anniversary of the Corsair newsroom with an eye toward engaging the community and alumni to support future journalism students.

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 students often are nationally and regionally recognized for the content they produce, which adds to their portfolios and puts them in a better position to compete for internships, entry level journalism jobs and transfer to four-year institutions. We currently have former students working for Harper's Bazaar, the Los Angeles Times, the Southern California News Group, City News Service, Fox Sports Southwest, NBC, Report for America, KCRW, NFL.com and more. Finally, we have requested funding for a professor and two student workers to launch the research needed in the Corsair archives and with past Corsair photojournalists to compile the content for book that would celebrate the newsroom's 100th anniversary in 2029, which will serve as marketing for the program and the college while documenting the Corsair's role in campus history.



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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 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 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 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 **\$65,090.08**

Submitted by: **Sharyn Obsatz**

Date: **Jan. 29, 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 2025-26

- **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>							
Stipend: marketing material preparation and CMD Showcase prep	1	\$1,500.00	\$1,950.00	\$1,950.00	Stipend	High	Yes
Conference attendance -- 2 faculty, 3 students	5	\$1,821.00	\$1,821.00	\$9,105.00	Conference	High	Yes
Aja Ki Pro Rackfile-based vid recorder for fly pack	1	\$3,190.00	\$3,532.93	\$3,532.93	Equipment	High	Yes
Sony MDR Headphones	1	\$99.00	\$109.64	\$109.64	Equipment	High	Yes
Headphones soft ear cover	5	\$18.95	\$20.99	\$104.94	Equipment	High	Yes
Gaming laptop for media graphics	1	\$1,299.00	\$1,438.64	\$1,438.64	Equipment	High	Yes
Teradek fixes for fly pack	1	\$4,857.60	\$5,379.79	\$5,379.79	Equipment	High	Yes
Canon EOS R5 Mark II Mirrorless Camera	2	\$4,299.00	\$4,761.14	\$9,522.29	Equipment	High	Yes
Canon LP-E6P Lithium-Ion Battery	2	\$79.00	\$87.49	\$174.99	Equipment	High	Yes
Canon LC-E6 Charger for LP-E6 and LP-EL Battery Packs	2	\$52.95	\$58.64	\$117.28	Equipment	High	Yes
Canon RF 24-70mm f/2.8 L IS USM Lens	1	\$2,199.00	\$2,435.39	\$2,435.39	Equipment	High	Yes
Canon RF 70-200mm f/2.8 L IS USM Z Lens (White, Canon RF)	1	\$2,999.00	\$3,321.39	\$3,321.39	Equipment	High	Yes
Canon RF 100-300mm f/2.8 L IS USM Lens (Canon RF)	1	\$9,499.00	\$10,520.14	\$10,520.14	Equipment	High	Yes
Chiario Pro 82mm 99-UVBTS Brass UV Filter	2	\$99.99	\$110.74	\$221.48	Equipment	High	Yes

TOTAL \$47,933.90



Proposal

Proposal Number

2112397616

Account Number/Name

22409

SANTA MONICA COLLEGE

Created On

01/28/2026

Created By

Miguel Reyes

Thank you for creating your proposal, details are provided below. You can access this proposal from your [Apple Store for Education Institution](#) by searching proposal number 2112397616.

Comments from Proposer:

Corsair Lab

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	Z1JX2LL/A Mac mini: Apple M4 chip with 10-core CPU and 10-core GPU, 32GB, 1TB SSD	5	1,259.00	6,295.00 USD
			Subtotal	6,295.00 USD
			Estimated Tax	676.71 USD
			Total	6,971.71 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

How to Order

If you would like to convert this Proposal to an order, log into your [Apple Store for Education Institution](#) and select 'Proposal' from the pull-down menu. Search for this Proposal by entering the Proposal Number referenced above.

Note: A Purchaser login is required to order. Visit your [Apple Store for Education Institution](#) to login or create your Purchaser Apple Account.



Proposal

Proposal Number

2112398594

Account Number/Name

22409

SANTA MONICA COLLEGE

Created On

01/29/2026

Created By

Miguel Reyes

Thank you for creating your proposal, details are provided below. You can access this proposal from your [Apple Store for Education Institution](#) by searching proposal number 2112398594.

Comments from Proposer:

CMD 130 Editor room keyboards

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	HRZY2ZM/A ZAGG Education USB-C Keyboard	5	59.95	299.75 USD
			Subtotal	299.75 USD
			Estimated Tax	32.22 USD
			Total	331.97 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

How to Order

If you would like to convert this Proposal to an order, log into your [Apple Store for Education Institution](#) and select 'Proposal' from the pull-down menu. Search for this Proposal by entering the Proposal Number referenced above.

Note: A Purchaser login is required to order. Visit your [Apple Store for Education Institution](#) to login or create your Purchaser Apple Account.



420 9th Ave. at 34th St. in New York City
www.bhphotovideo.com



Domke F-802 Reporter's Satchel Shoulder Bag (Olive Drab)

BH # DOF802O | MFR #701-82D

Free 2-Day Shipping

In Stock
Ready to Ship

1

\$126

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops and Spills \$19
- Allstate 3-Year Drops and Spills \$29

[See All Options](#)

Item Total: **\$126.**



Domke FA-230 3-Compartment Insert (Gray/Green)

BH # DOFA230 | MFR #720-230

Free Shipping for this Item

In Stock
Ready to Ship

10

\$37

[Save for Later](#) | [Remove](#)

Item Total: **\$372.**



Domke F-803 Camera Messenger Bag (Black)

BH # DOF803B | MFR #701-83B

Free 2-Day Shipping

In Stock
Ready to Ship

10

\$138

 Accessories

[Save for Later](#) | [Remove](#)

 **Protect Your Gear**

- Allstate 2-Year Drops and Spills **\$19**
- Allstate 3-Year Drops and Spills **\$29**

[See All Options](#)

Item Total: **\$1,389.**



SanDisk 64GB Extreme PRO UHS-II SDXC Memory Card

BH # SA64EPSDUC | MFR #SDSDXDM-064G-GN4IN

Free 2-Day Shipping

In Stock
Ready to Ship

10

\$99

 Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- SecureData 1-Year Recovery Protection \$19
- SecureData 2-Year Recovery Protection \$35

[See All Options](#)

Item Total: **\$999.**



Canon EOS R6 Mark II Mirrorless Camera with 24-105mm f/4 Lens

BH # CAER6224105U | MFR #5666C011

Free Next Day Delivery

In Stock
Ready to Ship

10

~~\$3,549~~
\$3,249

Accessories | Available Savings

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Canon 2-Year CarePAK PLUS Drops & Spills \$169
- Canon 4-Year CarePAK PLUS Drops & Spills \$336

[See All Options](#)

Instant Savings:	\$3,000
Item Total:	\$32,490.



Hoya 67mm NXT Plus UV Filter

BH # HOUVNP67 | MFR #A-NXTPL67UV

Free Shipping for this Item

In Stock
Ready to Ship

10

\$48

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops and Spills \$3
- Allstate 3-Year Drops and Spills \$5

[See All Options](#)

Item Total: **\$489.**



Canon LC-E6 Charger for LP-E6/LP-EL/LP-E6NH Battery Packs

BH # CALCE6 | MFR #3348B001

Free 2-Day Shipping

In Stock
Ready to Ship

5

\$69

Accessories

[Save for Later](#) | [Remove](#)

Item Total: **\$349.**



Canon LP-E6P Lithium-Ion Battery

BH # CALPE6P | MFR #6537C001

Free Standard Shipping

In Stock
Ready to Ship

\$79

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops and Spills \$9
- Allstate 3-Year Drops and Spills \$14

[See All Options](#)

Item Total: **\$790.**



Canon Mount Adapter EF-EOS R

BH # CAMAEFRF | MFR #2971C002

Free 2-Day Shipping

In Stock
Ready to Ship

\$149

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops & Spills \$22
- Allstate 3-Year Drops & Spills \$33

[See All Options](#)

Item Total:

\$745.

Associated Collegiate Press Purchase Invoice - # MR-2025-6013

From Associated Collegiate Press <info@studentpress.org>

Date Tue 5/13/2025 5:55 PM

To OBSATZ_SHARYN <Obsatz_Sharyn@smc.edu>

CAUTION: This email originated outside SMC.

As you have indicated your payment method is cheque, please forward your payment of \$354.00 to the following address:

Associated Collegiate Press
2829 University Ave SE
Suite 720
Minneapolis, Minnesota
55414
United States

Contact Ms.
Sharyn
Obsatz
Professor

**Organization
& Address** Santa
Monica
College
1900
Pico Blvd
90405

**Invoice
Number:** MR-2025-
6013

**Date of
Issue:** 2025-05-
13

Status: pending-
transaction

Item/Description	Quantity	Unit Fee	Fee
ACP Newspaper Renewal Fee	1	\$ 155.00	\$ 155.00
Society of Professional Journalists Student Newsroom Add-On	1	\$ 100.00	\$ 100.00
2025-26 Individual Awards Entry	1	\$ 99.00	\$ 99.00
		Sub-total	\$354.00
		Total	\$ 354.00

For billing inquiries email us at: <https://asana.com/support>

Bill To	Ship To	Account #	A01430558
Sharyn Obsatz - Sharyn's First Team	Sharyn Obsatz - Sharyn's First Team	Invoice #	INV03858711
Sharyn Obsatz	Sharyn Obsatz	PO #	
,	,	Billed On	Mar 01, 2025
Encino, California 91316	Encino, California 91316	Currency	USD
United States	United States	Payment Term	Due on receipt
obsatz_sharyn_beth@student.smc.ed		Due On	Mar 01, 2025
u			

Your VAT ID:

Date	Description	Quantity	Subtotal	Tax	Total
Mar 01, 2025 to Feb 28, 2026	Advanced	5	1,499.40	0.00	1,499.40
Mar 01, 2025 to Feb 28, 2026	Percentage Discount	0	-749.70	0.00	-749.70

Customer Notes:

Subtotal:	749.70
Tax:	0.00
Total:	749.70
Payment Due:	0.00

Date	Transaction Number	Type	Description	Applied Amount
Mar 01, 2025	P-04192632	Payment		-\$749.70

Payment Method: 3127

Note: Please add your invoice number(s) and account number to your payments to ensure timely processing.

Sharyn Obsatz and Gerard Burkhar		
Faculty for 2 total	Student	Student

Airfare	\$333.60	\$166.80	\$166.80
Registration	\$318.00	\$159.00	\$159.00
Hotel 2 nights at 304.49	\$1,217.96	\$608.98	\$608.98
Meals : Per diem \$92 per day for 3 da	\$552.00	\$276.00	\$276.00
Airport to hotel/return transportation	\$70.99	\$70.99	\$70.99
TOTAL	\$2,492.55	\$1,281.77	\$1,281.77

Student	TOTAL
\$166.80	\$834.00
\$159.00	\$795.00
\$608.98	\$3,044.90
\$276.00	\$1,380.00
\$70.99	\$283.96
\$1,281.77	\$6,337.86



=

Membership

Adviser members are advisers, supervisors or directors of editorial, advertising, business or technical facets of college media operations. Adviser membership is \$100 annually. Adviser members may hold a personal membership or an institution may assign a membership to an adviser. An adviser membership—whether personal or institutional—has the same requirements and privileges.

Adviser membership – personal: This class of membership belongs to the individual regardless of the member’s institutional employment.

Adviser membership – institution: This class of membership belongs to the institution and may be designated to any one individual during the term of membership.

Affiliate members are involved in collegiate journalism education or in a profession that brings them into close contact with college media. Affiliate membership is \$100 annually.

Active membership – student media: This class of membership is for student–run media at colleges and universities or not–for–profit student media corporations serving college or

[Back](#)Add to my calendar 

Membership dues, 2024-25

Start 05 Apr 2024

End 17 Jun 2025

Location JACC membership

Go here to generate an invoice for your school's 2024-25 membership dues. There are two options: you may pay the \$500 membership dues separately, or you may bundle the \$500 membership fee with the \$100 regional and \$100 state contest entry fees and pay them all at once.

Registration

- JACC Membership Bundle 2024-25 – \$700.00

This membership bundle is for annual membership dues of \$500 for the 2024-25 Academic year, and includes entry into both the state 2025 and regional 2024 publication contests. The publication contest entry fees are \$100 each.

Membership runs from July 1, 2024, to June 30, 2025. Payment should be received by Sept. 30, 2024.

- JACC Membership Dues 2024-25 – \$500.00

This is for annual membership dues for the 2024-25 Academic year.

Membership runs from July 1, 2024, to June 30, 2025. Payment should be received by Sept. 30, 2024.

Members who select this option and decide to enter a JACC publication contest/s will have to generate one or two additional invoices during the year, one in January 2025 for the \$100 entry fee for the state contest, and one in June 2024 for the \$100 entry fee for the regional contest.

[Register](#)



California News Publishers Association Campus Member Application

Annual dues: \$125.00

Fields marked with a red asterisk * are required

Please select one*

Required field

- High School
- 2-year College
- 4-year College

Applicant

Name of campus newspaper*

Year established*

[Privacy](#) - [Terms](#)

[Billing](#) / [Invoices](#) / Invoice #176362378

Invoice

#176362378

Charged on Thursday, April 3, 2025

ISSUED TO

Sharyn Obsatz

17446 Emelita Street

Encino, CA 91316

United States

Card Number

•••• •••••• 2006

ISSUED BY

Squarespace, Inc.

225 Varick Street, 12th Floor

New York, NY 10014

Charges

All prices in USD.

Website Subscription: Business \$276.00
(Annually) -
thecorsair.squarespace.com
Apr 3, 2025 - Apr 3, 2026

Subtotal	\$276.00
Discount	-
Due	\$0.00
Paid	\$276.00

New borders. Just add text. **AVERY.**

\$64.09/dozen (\$0.04/count)
 [Add To Cart](#)

TOPS™ Reporter's Notebooks, 4" x 8", 1 Subject, Gregg Ruled, 70 Sheets, Pack Of 12 Books

Manufacturer #8030

★★★★☆ 4.0 (3) [Write a review](#)



[Add To List](#)

Delivery
Estimated delivery 1-3 business days
22 in Stock

In-Store or Curbside Pickup ⓘ
8095 Glades Rd., Boca Raton, FL, 33434
Out of Stock [Change Store](#)



1 / 5

Description

Description

Keep your notes in one place with this pack of TOPS reporter's notebooks. A sturdy cover and chipboard back deliver firm support to write while on the go, and the classic size easily fits into a pocket for effortless transportation. With double-sided sheets and a wire binding, this pack of TOPS reporter's notebooks lets you flip through your pages for quick and efficient note-taking.

- Sturdy covers provide a firm writing base.
- Classic reporter's notebook supports easy handling.
- Double-sided sheets maximize writing space.
- Wide-ruled pages offer ample room for note-taking.
- Wire binding keeps pages together securely.

[Find Safety Data Sheet](#)

Specs

Reviews

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

0602 - Journalism

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

Cohort Year CTE Enrollments: 55
(includes CTE enrollments above introductory level only)

CTE Headcount: 53
(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*	18	18	95.51	92.00	100.00	8.0	17.2
Gender							
Female	9	9	95.51	92.00	100.00	N/A	N/A
Male	8	8	95.51	92.00	100.00	N/A	N/A
Ethnicity / Race							
Asian			95.51	92.00	N/R	N/R	N/R
Black or African-American			95.51	92.00	N/R	N/R	N/R
Filipino			95.51	92.00	N/R	N/R	N/R
Hispanic	10	10	95.51	92.00	100.00	8.0	17.2
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	6	6	95.51	92.00	100.00	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	1	1	95.51	92.00	100.00	N/A	N/A
Individuals with Economically Disadvantaged Families	11	11	95.51	92.00	100.00	8.0	17.2
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	3	3	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*	17	17	84.02	89.60	100.00	10.4	19.4

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

Perkins V, Title I, Part C Local Application

Gender							
Female	8	8	84.02	89.60	100.00	N/A	N/A
Male	8	8	84.02	89.60	100.00	N/A	N/A
Ethnicity / Race							
Asian			84.02	89.60	N/R	N/R	N/R
Black or African-American			84.02	89.60	N/R	N/R	N/R
Filipino			84.02	89.60	N/R	N/R	N/R
Hispanic	10	10	84.02	89.60	100.00	10.4	19.4
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	1	1	84.02	89.60	100.00	N/A	N/A
White Non-Hispanic	6	6	84.02	89.60	100.00	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			84.02	89.60	N/R	N/R	N/R
Individuals with Economically Disadvantaged Families	11	11	84.02	89.60	100.00	10.4	19.4
English Learners			84.02	89.60	N/R	N/R	N/R
Single Parents			84.02	89.60	N/R	N/R	N/R
Individuals with Disabilities	3	3	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

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			72.00	73.25	N/R	N/R	N/R
Male	DR	DR	72.00	73.25	DR	N/A	N/A
Ethnicity / Race							
Asian			72.00	73.25	N/R	N/R	N/R
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			72.00	73.25	N/R	N/R	N/R
Special Populations							
Individuals Preparing for Non-Traditional Fields			72.00	73.25	N/R	N/R	N/R
Out of Workforce Individuals			72.00	73.25	N/R	N/R	N/R
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			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

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:

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

President or Designee, : Shawn O'berry