



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](mailto: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](mailto: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 21<sup>st</sup> 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: <b>\$42,178</b>	Date: <b>2/6/2026</b>
Program/Discipline Name: <b>Sustainable Technologies Program STP</b>	
Program TOP Code: <b>0946.00</b>	
Department: <b>Earth Sciences</b>	
Department Chair: <b>Eric Minzenberg</b>	Email:
<b>minzenberg_eric@smc.edu</b>	
Submitted by: <b>Laurel Joe</b>	



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Check all activity categories to be funded with Perkins V:

- Career Exploration and Development.** Provide career exploration and career development activities through an organized, systematic framework;
- Professional Development.** Provide professional development for a wide variety of CTE professionals;
- Skill Development.** Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
- Skill and Program Integration.** Support integration of academic skills into CTE programs;
- Implement Achievement Programs.** Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement
- Develop and Implement Evaluations.** Develop and implement evaluations of the activities funded by Perkins;



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

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

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

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

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

**NOTE:** \* CODING ERRORS SHOULD BE CORRECTED NEXT YEAR

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



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

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

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

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

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

[Chancellor’s Office Data Mart](#)

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

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator	2025-2026 State Negotiated Level	2025-2026 Local Negotiated Level	2023-2024 Fiscal Year Planning College Performance	2024-2025 Fiscal Year Planning College Performance	2025-2026 Fiscal Year Planning College Performance
Unduplicated Count (CTE Headcount)			0		
Number of Concentrators			2		
<b>Core Indicator 1:</b> Postsecondary Retention & Placement			100		
<b>Core Indicator 2:</b> Earned Postsecondary Credential			100		
<b>Core Indicator 3:</b> Non-traditional Program Enrollment			0		



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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:



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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								
2023 - 24								
2024 – 25								

**ADVISORY COMMITTEE**

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

The Sustainable Technologies Advisory Committee has talked a lot about how fast the sustainable technologies field is evolving and what that means for our students preparing to enter the workforce and for those making a career change.

One issue that was surfaced is the anticipation of a rapid acceleration of electrification, due to California’s goal to reach net zero by 2045 under AB 1279 (the California Climate Crisis Act). Committee members noted strong and growing demand for skilled electricians, solar photovoltaic technicians, and energy managers, along with a clear shortage of workers in these areas. These roles are seen as somewhat future-proof as they are very hands-on and field-based -- and therefore cannot be easily replaced by AI. Jobs in this field should remain stable well past California's net zero date. Additionally, O-net lists Solar Pv Installers as a jobs with "bright outlook" -- which means these jobs are expected to grow rapidly in the next several years (75k+ jobs between 2024-2034, faster than average growth (5%+) or are new emerging fields.

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

Funds secured from Perkins V will go towards acquiring equipment to help teach students hands-on skills needed for energy efficiency, solar PV installation and maintenance.



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Additional funds will be used for faculty stipends to develop programs that drive retention and placement. These programs will be focused on establishing internship opportunities with industry to provide real-world experience with solar installation, grid maintenance and energy efficiency

Perkins V funding will support the Sustainable Technologies Program's ability to prepare students for hands-on, in-demand careers in clean energy. Funds will be used to acquire industry-relevant equipment that allows students to develop practical skills in solar photovoltaic installation, system maintenance, and energy efficiency through lab-based, experiential learning

Additional Perkins V funds will support faculty stipends to develop and strengthen program elements that improve student retention and job placement. These programs will focus on building internship opportunities with local industry partners, giving students real-world exposure to solar installation, grid maintenance, and energy efficiency work while they are still enrolled. Ultimately, combining classroom instruction, hands-on training, and work-based learning, will help students complete the program with both the technical skills and professional experience needed to succeed in the clean energy workforce.

Faculty stipends will also support updates to certificate programs and the creation of clear, student-friendly outreach materials that highlight career pathways and job opportunities in sustainable technologies. These efforts will focus on increasing awareness of the program, helping prospective students understand how the coursework connects to real-world careers, and ultimately driving enrollment by making the program's value and outcomes more visible and accessible.

Finally, funding will be used to create promotional recruitment items like signage and branded materials.

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

The activities outlined in this proposal reflect feedback from our IAC: hands-on training in energy/solar PV will prepare students for jobs in the clean energy workforce. Funding new equipment will allow us to train students more effectively in solar photovoltaic installation and energy efficiency. Using tools and scenarios that reflect what they will encounter on the job- makes for the ideal classroom experience.

Just as important is creating more opportunities for students to apply what they learn through real-world internships. Being able to connect classroom learning with practical experience makes a meaningful difference for students will help them compete for jobs in clean energy.

Finally, updating our outreach materials supports our program goals to increase awareness and enrollment. Clear, accessible information about the Solar PV and energy efficiency programs and their career pathways will help students better understand the value of the classes and encourage more students to enroll.



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**Local Application Program Information by TOP Code**

**Briefly describe program improvement issues(s) concerning this TOP code and include specific examples.** (Limited to 2,000 characters, or approximately ½ page of text)

N/A

**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.)

No issues were identified through the core indicators because the Solar PV and Energy Efficiency programs have been inactive since 2020. As these programs are relaunched, our focus is on building strong enrollment and clear pathways to employment from the start.

To support this effort, we plan to develop new outreach materials designed to raise awareness of the programs among Santa Monica College students and career changers. These materials will clearly communicate the skills students will gain and the types of careers the programs prepare them for. In addition, we will establish internship opportunities that help students move quickly from the classroom into the workforce. By connecting students with real-world experience while they are still enrolled, we aim to shorten the transition from education to employment and support successful placement upon program completion.



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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 <a href="#">comprehensive needs assessment (CLNA)</a> 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	<b>MET</b>	<b>UNMET</b>
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 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.)

#2, The professional development requirement is not addressed through this Perkins V request because funds are not being requested for that purpose. Professional development for Energy Efficiency and Solar PV faculty will instead be supported through resources outside of Perkins V.



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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 type="checkbox"/> Provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills; [§135(c)(2)]
<input checked="" type="checkbox"/> Local education and business (including small business) partnerships, including for: a) work-related experiences for students, such as internships, cooperatives education, school based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; b) adjunct faculty arrangements for qualified industry professionals; and c) industry experience for teachers and faculty; [§135(c)(3)]
<input type="checkbox"/> Provide programs for special populations. [§135(c)(4)]
<input type="checkbox"/> Assist career and technical student organizations. [§135(c)(5)]
<input 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 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 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 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 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:**

- |                                     |   |
|-------------------------------------|---|
| 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](mailto:casillas_ruth@smc.edu) or 310) 434-4023.

Total amount of Perkins V funding being requested for 2026-2027 **\$42,188**

Submitted by: **Laurel Joe**

Date: **2/6/25**

Proposals must be received *electronically* no later than February 6<sup>th</sup>, 2026, 5:00pm to [landa\\_jenny@smc.edu](mailto:landa_jenny@smc.edu) and [casillas\\_ruth@smc.edu](mailto: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>							
Solar PV Equipment - and installation tools (see PV Start up itemization tab)	1	\$22,336.08	\$24,737.21	\$24,737.21	Equipment	High	Yes
Energy Efficiency Tool Kit (see EE itemization tab)	1	\$230.16	\$254.90	\$254.90	Equipment	High	Yes
Faculty stipend: outreach to industry and establish internship opportunities for Solar PV and EE students	1	\$2,080.00	\$2,704.00	\$2,704.00	Stipend	Medium	Yes
Faculty stipend: develop and execute outreach strategy to target traditional and non-traditional students interested in clean energy and liaise with internal teams to create new outreach materials that clearly describe programs and pathways and drive enrollment	1	\$5,000.00	\$6,500.00	\$6,500.00	Stipend	High	Yes
Faculty stipend: update courses and certificate programs to reflect today's standards, program last offered in 2019	3	\$1,700.00	\$2,210.00	\$6,630.00	Stipend	High	No
Faculty stipend for Social outreach campaign management	1	\$1,040.00	\$1,352.00	\$1,352.00	Stipend	Medium	Yes

**TOTAL \$42,178.11**



## Energy Efficiency Tool Kit

Item	Quantity Needed for Class	Cost Per Unit	Cost per Units w/10.75% tax	Estimated Cost
P3 Kill A Watt Electric Monitor	1	\$ 29.99	\$ 33.21	\$ 33.21
Klein 1R1 Infrared Thermometer	1	\$ 34.98	\$ 38.74	\$ 38.74
Triplet LT65 Digital Light Meter	1	\$ 118.20	\$ 130.91	\$ 130.91
Hygrometer	1	\$ 9.99	\$ 11.06	\$ 11.06
Smoke Pen	1	\$ 37.00	\$ 40.98	\$ 40.98
		\$ 230.16	\$ 254.90	\$ 254.90