



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

[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: 68,920.18	Date: Jan 30, 2026
Program/Discipline Name: Sustainable Technologies Program STP	
Program TOP Code: 0303.00	
Department: Earth Sciences	
Department Chair: Eric Minzenberg	Email:
minzenberg_eric@smc.edu	
Submitted by: Victoria Charles	



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

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;



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.

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

N/R of the 84 are below the District negotiated level(s);

N/R 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 Performance
Unduplicated Count (CTE Headcount)			155	133	105
Number of Concentrators			26	20	8
Core Indicator 1: Postsecondary Retention & Placement	95.51	92.00	100	83.33	87.50
Core Indicator 2: Earned Postsecondary Credential	84.02	89.60	72.73	100	100
Core Indicator 3: Non-traditional Program Enrollment	27.18	27.00	73.53	78.13	68.42



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:

Santa Monica College has experienced a trend of declining enrollment over the past several years.

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

To improve Perkins Core Indicator 1 (Postsecondary Placement), the program will:

1. Enhance and diversify targeted marketing and outreach efforts to increase enrollment and retention by strengthening connections with industry partners. Expand engagement with the Industry Advisory Committee IAC to ensure alignment between curriculum and current workforce needs, while continued emphasis on hands-on, skills-based learning to prepare students for immediate employment.
2. Where feasible, the program will secure paid and non paid internships for SMM CTE certificate and AS degree completers, strengthening students' transition into the workforce. Ongoing collaboration with Workforce Development and Career Service and Counseling departments will further support job placement and career readiness. Explore feasibility for dual-enrollment recruitment into the SMM program and CPL-Credit for Prior Learning opportunities.
3. Support faculty participation in industry and academic conferences and trainings to ensure curriculum remains current, relevant, and aligned with evolving sustainability trends and employer needs. Strengthening faculty subject-matter expertise enables the integration of real-world practices and labor market-driven competencies into coursework, better preparing students for employment. By aligning program outcomes with current workforce demands, students graduate with applicable skills that increase job placement and postsecondary success.
4. Development of experiential, place-based learning projects focused on applied sustainability topics such as waste reduction, food systems, social justice, and biodiversity. These projects provide students with practical, workforce-relevant experience that enhances employability.
5. Enhance students' visibility and credibility with employers, improving their competitiveness for industry-related jobs by providing access to third party accreditation (True Advisor) voucher, this will improve students visibility in being placed in an industry related job.

Together, these strategies ensure students complete their programs with the knowledge, experience, and professional connections necessary for successful placement in the workforce.

Core Indicator 2 (Earned Postsecondary Credential):

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



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

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:



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	156	127	79.84	22	0	5	3	13
2023 - 24	181	155	87.08	35	0	3	4	5
2024 – 25	340	177	53	62	0	5	22	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 following key issues and trends have been consistently identified by the Industry Advisory Committee during recent meetings:

- 1.The need to expand opportunities for hands-on, experiential learning and applied skill development alongside academic instruction to ensure students are prepared to secure living-wage employment upon program completion.
- 2.The importance of maintaining continuous alignment with evolving industry trends and employer needs so that program curriculum remains relevant and students stay competitive in the sustainability workforce.
- 3.The need to increase program visibility and enrollment, particularly in CTE certificate pathways, to strengthen the pipeline of students entering and completing sustainability programs that lead directly to employment.
- 4.Growing employer demand for graduates with working knowledge of new and emerging California legislation and regulatory frameworks that impact sustainability practices across business, government, and community sectors.
- 5.A strong emphasis on developing essential employability skills, including problem-solving, critical thinking, business acumen, basic accounting and finance, policy advocacy, interpersonal skills, AI and effective communication—especially public speaking—which are critical for success in sustainability-related careers.



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

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

1. Faculty will prepare, and facilitate two student focused TRUE Advisor Workshops to prepare students for passing the exam and becoming an accredited TRUE Advisor. Passing rate of past TA student participants is over 89%.

2. To support Perkins V Core Indicator 1, SMC faculty provide TRUE Advisor Accreditation exam vouchers, workshops, and preparatory support, enabling students to earn this industry-recognized credential in zero waste, circular economy, and sustainable materials management. By removing financial barriers, the program promotes equitable access, strengthens technical skill attainment, and enhances workforce readiness. Combined with SMC's sustainability certificates, degrees, and experiential learning, this initiative advances student completion, credential attainment, and preparation for both entry-level and advanced careers in the sustainability sector.

3. Hire Student worker to enhancement CTE program activities including but not limited to communication, marketing, website changes, social media campaigns. Fall, Winter and Spring semesters.

4. Purchase Promotional Materials for outreach and recruitment: Branded items (banners, notebooks, reusable bags) to support recruitment and visibility of the CTE STP/SMM programs on campus, community, high schools, and industry events.

5. Faculty Stipend: Marketing and Outreach Support essential to increasing enrollment, completion, and workforce placement. Faculty are uniquely positioned to communicate program value to students, employers, and community partners because of their direct connection to curriculum, industry trends, and workforce needs. This work ensures sustained, intentional outreach that expands access to CTE Sustainability pathways, strengthens employer engagement, and builds a diverse pipeline of students prepared for high-demand sustainability careers. Increase program visibility. Faculty will engage the Industry Advisory Committee beyond annual meetings through ongoing communication such as newsletters, surveys, and targeted outreach. This sustained engagement will ensure industry input is consistently integrated into the design, implementation, and evaluation of the STP/SMM CTE programs, supporting continuous alignment with current workforce needs and emerging industry trends.

6. SMM Program Sustainability Education Accreditation Council (SEAC) Accreditation Site Visits: Accreditation site visits ensure that Santa Monica College's Sustainable Materials Management (SMM) program meets industry-aligned competency standards in the sustainability field. Preparing students as effective change agents requires a clearly defined set of technical and professional sustainability competencies.

A unified framework of sustainability learning objectives guides instruction and assessment, supporting student attainment of measurable technical skills in alignment with Perkins V Core Indicator 1. Site visits conducted by the Sustainability Education Accreditation Council (SEAC) will evaluate program competencies through direct observation and curriculum review to confirm compliance with accreditation standards and validate student technical skill proficiency.



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

7. Faculty Stipend to Improve Postsecondary Placement (Core Indicator 1)

Perkins funding will support faculty stipends to expand and explore internships, work-based learning, and employer partnerships that directly improve postsecondary placement outcomes. Through ongoing collaboration with Industry Advisory Committee members, SEAC accreditation advisors, local employers, and Santa Monica College’s Career Services Center, faculty will connect students to paid and unpaid internships, work-based learning experiences, and employment opportunities in sustainability-related fields. These activities provide students with applied, industry-relevant skills and professional experience that increase employability and support successful placement in the workforce.

Experiential, Career-Aligned Learning to Support Placement.

Faculty stipends will also support interdisciplinary, experiential learning projects aligned with high-demand sustainability careers, including sustainable materials management, clean technology assessment, organic recycling, social justice, and food and water systems. These projects strengthen technical and transferable skills valued by employers, enhance students’ job readiness, and contribute directly to improved postsecondary placement under Core Indicator 1.

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

Our activities focus on increasing enrollment among Hispanic and engaging unrepresented populations, ensuring equitable access to sustainability education and careers. Students gain technical skills and hands-on experience—using the campus as a living lab—and earn career certificates, AS degrees, and industry-recognized credentials such as the TRUE Advisor Accreditation. Through outreach, industry partnerships, internships, and faculty development, we prepare all students, especially those from underrepresented backgrounds, to succeed in the workforce, directly supporting Perkins Core Indicator 1: attainment of postsecondary credentials and technical skill proficiency.

Local Application Program Information by TOP Code

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

The name change for the Sustainable Materials Management CE Certificates of Achievement Program and A.S. degree officially launched Fall 2025. This update aligns the program with current industry terminology, marking the beginning of a rebranding effort to attract students interested in resource



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

efficiency, climate justice issues, climate mitigation, and adaptation. In addition to the name change, Perkins funding will support supplemental activities and outreach to enhance the program's appeal to both prospective and current students. These efforts will focus on providing hands-on experience and sustainability-centered outreach and communication. This initiative supports our vision of establishing SMC as a top destination community college for high-quality, affordable, and accredited sustainability education.

The SMM program was awarded by the National Recycling Coalition NRC for Outstanding Education Program. (Last year's winner was Stanford University.)

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 Perkins grant funds requested will address program retention, student success, work-based learning and workforce readiness by focusing on five key areas:

1. Enhancing Program Interest: We will develop experiential learning opportunities, including internships and Fellowships to provide students with practical experience, skill-building, and industry-recognized credentials valued in the sustainability sector.
2. Increasing Program Awareness and Visibility: We will promote SMC's Sustainable Materials Management CE programs through college, including career services and community channels, fostering industry partnerships, creating job placement pathways, and highlighting SMC as a leader in high-quality, affordable, and accessible sustainability education. Explore dual-enrollment into the SMM CE program with local high schools.
3. Stipends will incentivize faculty-led experiential, place-based, and social action projects for extra-curricular experience for career readiness.
4. Student Support: A student hire will assist with program visibility, marketing, social media, and website updates. Additionally, 10 students—divided into two cohorts—will receive TRUE Advisor Accreditation exam vouchers and preparatory support, providing industry-recognized credentials that enhance employability.



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><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 checked="" 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 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 type="checkbox"/> Mentor and support services. [§135(c)(6)]
<input type="checkbox"/> Lease, purchase, upgrade or adapt equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
<input type="checkbox"/> Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry. [§135(c)(8)]
<input checked="" type="checkbox"/> Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education. [§135(c)(9)]
<input type="checkbox"/> Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including: articulation agreements between sub-baccalaureate degree granting postsecondary educational institutions; post-secondary dual and concurrent enrollment programs; academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and d) other initiatives to i) encourage the pursuit of a baccalaureate degree; and ii) overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations. [§135(c)(10)]
<input type="checkbox"/> Provide activities to support entrepreneurship education and training. [§135(c)(11)]
<input type="checkbox"/> Improve or develop new CTE courses, including the development of new proposed CTE programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-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)]



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

<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.



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

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 **\$62,188**

Submitted by: **Victoria Charles**

Date: **Feb 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>							
TRUE Advisor Accreditation Exam Prep Workshops (Instructor Stipends): Perkins funds will support instructor stipends to deliver two (2) TRUE Advisor exam preparation workshops for Fall/Winter and Spring semesters.	2	\$1,788.00	\$2,324.40	\$4,648.80	Stipend	Medium	Yes
TRUE Advisor Accreditation Exam Vouchers: Purchase TRUE Advisor Accreditation exam vouchers for 10 students, divided into two cohorts. (10@ \$250 ea).	10	\$250.00		\$2,500.00	Other	Medium	Yes
Student Hire to assist with enhancing the SMM program	1	\$13,542.40	\$13,795.64	\$13,795.64	Student Help	Medium	Yes
Promotional Materials for outreach and recruitment: Purchase Branded items (banners, notebooks, reusable bags) to support recruitment and visibility of the CTE SMM program at campus, community, high school, and industry events.	1	\$3,000.00	\$3,322.50	\$3,322.50	Supplies	Low	Yes
Faculty Stipend for Outreach and Recruitment Support 1 Fall stipend for 2 faculty and 1 Spring Stipend for 2 faculty	2	\$5,000.00	\$6,500.00	\$13,000.00	Stipend	Medium	Yes
Program Accreditation Site Visits	2	\$2,500.00	\$3,250.00	\$6,500.00	Other	Low	Yes
Faculty Stipend for Maintaining SMM/STP CTE Internship, Workbased Learning and Career Programs to Improve Postsecondary Placement (Core Indicator 1) 1 stipend for Fall for 2 faculty and 1 stipend for Spring for 2 faculty	2	\$7,085.00	\$9,210.50	\$18,421.00	Stipend	Medium	Yes

TOTAL \$62,187.94

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

0303 - Environmental Technology

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

Cohort Year CTE Enrollments: 215

CTE Headcount: 105

(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*	7	8	95.51	92.00	87.50	N/A	N/A
Gender							
Female	5	6	95.51	92.00	83.33	N/A	N/A
Male	2	2	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	1	1	95.51	92.00	100.00	N/A	N/A
Hispanic	2	2	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	2	3	95.51	92.00	66.67	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields	5	6	95.51	92.00	83.33	N/A	N/A
Out of Workforce Individuals			95.51	92.00	N/R	N/R	N/R
Individuals with Economically Disadvantaged Families	5	5	95.51	92.00	100.00	N/A	N/A
English Learners			95.51	92.00	N/R	N/R	N/R
Single Parents			95.51	92.00	N/R	N/R	N/R
Individuals with Disabilities			95.51	92.00	N/R	N/R	N/R
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*	7	7	84.02	89.60	100.00	N/A	N/A

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

Perkins V, Title I, Part C Local Application

Gender							
Female	6	6	84.02	89.60	100.00	N/A	N/A
Male	1	1	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	2	2	84.02	89.60	100.00	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	2	2	84.02	89.60	100.00	N/A	N/A
White Non-Hispanic	3	3	84.02	89.60	100.00	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields	6	6	84.02	89.60	100.00	N/A	N/A
Out of Workforce Individuals	1	1	84.02	89.60	100.00	N/A	N/A
Individuals with Economically Disadvantaged Families	4	4	84.02	89.60	100.00	N/A	N/A
English Learners	1	1	84.02	89.60	100.00	N/A	N/A
Single Parents			84.02	89.60	N/R	N/R	N/R
Individuals with Disabilities	1	1	84.02	89.60	100.00	N/A	N/A
Homeless Individuals			84.02	89.60	N/R	N/R	N/R
Youth in Foster Care	1	1	84.02	89.60	100.00	N/A	N/A
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*	13	19	27.18	27.00	68.42	41.4	44.1
Gender							
Female	13	13	27.18	27.00	100.00	73.0	75.7
Male		5	27.18	27.00	0.00	N/A	N/A
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	1	1	27.18	27.00	100.00	N/A	N/A
Hispanic	5	7	27.18	27.00	71.43	N/A	N/A
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	2	4	27.18	27.00	50.00	N/A	N/A
White Non-Hispanic	4	6	27.18	27.00	66.67	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields	13	19	27.18	27.00	68.42	41.4	44.1
Out of Workforce Individuals	2	2	27.18	27.00	100.00	N/A	N/A
Individuals with Economically Disadvantaged Families	7	12	27.18	27.00	58.33	31.3	34.0
English Learners	1	1	27.18	27.00	100.00	N/A	N/A
Single Parents			27.18	27.00	N/R	N/R	N/R
Individuals with Disabilities	2	3	27.18	27.00	66.67	N/A	N/A
Homeless Individuals			27.18	27.00	N/R	N/R	N/R
Youth in Foster Care		1	27.18	27.00	0.00	N/A	N/A
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			72.00	73.25	N/R	N/R	N/R
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			72.00	73.25	N/R	N/R	N/R
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	DR	DR	72.00	73.25	DR	N/A	N/A
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:

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

Victoria Charles

President or Designee, : _____