



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: \$167,804.07	Date: 2-6-26
Program/Discipline Name: Technical Theatre	
Program TOP Code: 100600	
Department: Theatre Arts	
Department Chair: Perviz Sawoski	Email:
sawoski_perviz@smc.edu	
Submitted by: Perviz Sawoski/ Leigh Allen	



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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.

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

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

70 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)			63	99	134
Number of Concentrators			86	145	216
Core Indicator 1: Postsecondary Retention & Placement	95.51	92,00	88.89	92.86	100
Core Indicator 2: Earned Postsecondary Credential	84.02	89.60	66.67	100	57.14
Core Indicator 3: Non-traditional Program Enrollment	27.18	27.00	N/A	D/R	N/R



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

Core indicator 1 (Postsecondary Retention & Placement):

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

If this indicator is below, please state why:

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:

Several of our students are skill builders who just take a specific course and not the whole program. That is possibly the reason this core indicator is below state level.

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

Creating smaller stackable certificates would help 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	193	165	85.49	0	0	28	6	0
2023 - 24	356	336	94.38	0	0	24	5	0
2024 – 25	163	156	95.71 re	0	0	15	11	2

ADVISORY COMMITTEE

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

1. Emerging Trends & suggested curricular updates

There was a suggestion by the Advisory Committee to add courses in:

Drafting (Vectorworks, AutoCAD),

Rigging,

Networking (Netgear switches, Ubiquity training, QSC online modules)

PMP Certification (especially valuable for stage managers and production roles).

Continuing hand drafting was discussed for accessibility and cost.

Modality: In-person strongly preferred; hybrid as secondary option.

2. Technology & Communication

Options were discussed in terms of offering a course that covers the following:

File management (Dropbox, Google Drive, Teams)

Digital collaboration for stage managers and designers

Tools discussed were:

Slack: single-channel guest option is free; full platform is paid

Asana: useful but seat-based pricing model

Emphasis on using shared platforms for transparency and live updates



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3. Portfolio Development

There was interest in creating a 2-unit, cross-disciplinary portfolio class in a once-a-week format that prepares students for transfer, employment, project development, production and festival participation

4. Employment & Job Shadowing

Continued support from industry partners to offer real-world experiences:
Scenic painting, lighting design, projection, etc.

5. Increasing emphasis on:

Curated social media presence (Instagram portfolios)

Email etiquette and communication: cold emails, follow-ups, conflict-resolution emails

Identified gap in teaching workplace communication and admin skills

5. Proposed: Arts Administration Course

Potential revival or restructuring of a class previously taught -Theatre Management or Arts Management/ Administration

Include ushering, publicity, field trips

ACTF offers an Arts Administration internship

USC has a Theatre Organization & Management course

Suggestion to teach soft skills and administrative pathways to help students enter the gig market:

- o Resume reading from both perspectives (applicant and reviewer)
- o Event planning, production management, communication strategies

6. Basic Skills and reliability: Going hand in hand with communication and administrative skills:

Accountability, showing up on time, being reliable, safe and attentive while present are all skills that seem to be harder to find in the job market. They encouraged us to create as many "hands-on" learning experiences as possible.

7. Environmentally friendly technology: present concerns addressed included older equipment becoming obsolete as manufactureres no longer provide lamps and other items for our existing equipment as many companies move forward with green technology whether theatres with their older equipment are ready or not.

8. Outreach, Recruitment and Collaboration: other schools on our Advisory Board were concerned with lower school enrollments and working to raise awareness of their programs as well.

9. Conforming sound equipment to new FCC regulations for sound equipment

10. Safety and safe equipment for student use, as well as keeping current with latest industry practices.

11. Keeping current software for collaboration in theatre as well as in each discipline (Lighting, Sound, etc.).



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12. Supporting students financially to enable them to enter competitions and festivals. This includes registration, travel, lodging and boarding.

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

Our Perkins Project will address some but not all of these issues. Creating several new courses as suggested by the advisory board may be unachievable in the immediate future, since our college continues to reduce offerings. However, we are watching trends and looking to see where the market goes. We are optimistic about being able to bring in some of the the suggested offerings down the road.

Our Perkins project request will mainly address 3 areas:

Skill-Building, Safety and Equity,
Sustainability
Mentorship
Student Support for Festivals and Competitions

1. Skill-Building, Safety and Equity

Much of the equipment requested in areas of Costuming, Sound, Lighting, Projection and Scenic building will keep our students motivated, safe and abreast of current live event set-up practices, as most of the supplies purchased this year will be going directly into their classroom as well as allow them some hands-on components at home or in off-site classrooms in order to create equity of opportunity and flexibility of usage. With safety as an important consideration, we are upgrading equipment to meet or exceed standards. Detailed uses for each item requested are specified in an attached document.

2. Sustainability through Environmentally Friendly Technology:

Most of this technology falls in the area of lighting, as we continue to work in phases to change over our lighting to greener power sources such as LEDs. To this end we have added a few moving lights and lamps to help continue this changeover. For example, Constant Power modules are a greener way to power LED and intelligent lights. Detailed uses for each item requested are specified in an attached document.

3. Mentorships

We have created a coaching and mentoring component for technical theatre students to help them improve communication sand organizational skills so they can better present themselves for internships, competitions, festivals, or for entering the job market. We are also helping technical theatre students become leaders in their areas of Design and and Stage Management through individual coaching for students. We are asking for 6 faculty stipends for the same.

4. Outreach, Recruitment and Collaboration:



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Our programs of concurrent enrollment continue to grow at Culver City HS and Samo High. Our faculty continue to attend outreach events where they can showcase our students' work using the new technology purchased by the Perkins Grants. Our request for stipends will allow faculty to spend extra time mentoring students for ACTF and other Design, Assistant Design, or Stage Management positions. ACTF continues to be a source our students use to learn about other colleges and learn from students at other academic institutions. We continue to have alumni employed by the Wallis Annenberg Performing Arts Center, The Broad Stage (both as interns as well as in their "on call" pool), Odyssey Theatre, Morgan Wixon Theatre, St. Monica HS, Samo High, and others.

5. Financial Support for Students selected for Festivals and Competitions or tours:

We are asking for a small amount to support students who are nominated in design and stage management categories for the American College Theatre Regional Festival in February 2027. The cost of registration, travel, lodging and boarding can add up and become a deterrent for students selected to compete. Since we do not know where the festival will be held next year. It can be in any area of our region (Region 8: Southern & Central California, Arizona, Utah, Southern Nevada, Hawaii, Guam), and we will not have that information until later in the fall. So we are asking for a nominal amount of \$500 each for 3 students to help defray their costs.

6. Keeping current software for collaboration in theatre as well as in each discipline (Lighting, Sound, etc.).

Previously, the implementation of the CueList software allowed communication between designers and student stage managers to flow more seamlessly during the technical rehearsal and show process. This helped eliminate the need for students to be "read-only" if they could not afford a subscription, and to be able to collaborate and participate more fully. We also benefitted from more Qlab seats/subscriptions to help supplement the sound class (on the computers requested this year), as they often needed to borrow computers from the projection class, or end up needing software when taught off campus. We are asking to renew the subscription

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

Through high quality and sustainable equipment and supplies, as well as strong mentoring, we are helping students build marketable skills that will help them in their future careers. Our goal is to support students in achieving their goals by removing barriers.

We also continue to work on our high school outreach each semester and have sent our faculty for outreach and recruitment events. We are actively planning to convert our Department Certificates into stackable certificates this semester. We are beginning to focus more effort on student Designers and Stage Managers, as this may be a great selling point for our theatre program, and this year we had several student designers entered/nominated in to the American College Theatre Festival once again. We believe that the continued investment in our live entertainment technicians will help this program endure despite the setbacks of the budget. Advanced and environmentally friendly technology will prepare students to meet industry standards. Better technology will facilitate better use of existing



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spaces and maximize student achievement. The soft skills component will give our students a competitive edge in various aspects of their growth.

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)

Some of the issues we have found, especially with outreach, is having enough portable equipment and computers with needed software available for off-campus classes at the local high schools. Ironically, in the case of the sound class, this has started to prove helpful even in our own theatre spaces, as some of the demos and smaller set-ups for class can be done in a classroom if we have the portable equipment, which has allowed the class to share a theatre on the one or two instances when the space has been needed. This equipment will further expand that capability. Also, sharing the small costume shop space while the TA18 class is building the costumes for a show, has proven difficult with the regular costuming class, so this Perkins purchase will be a big step forward to provisioning the classroom space with equipment for the classroom to function at the same time the costume shop is functioning. Also, many more students are enrolling in scenic painting, and our local high schools are expressing an interest in that being taught at their facilities as well. The scenic paints, supplies, and lumber will help to accommodate this expansion for our class and make sure the instructor has needed supplies for off-site as well.

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.)

Many of the issues mentioned above also included some of the solutions, but in short, many of the smaller supplies will go directly into the classrooms and students hands for skill-building. Advanced and environmentally friendly technology will prepare students to meet industry standards. Better technology will facilitate better use of existing spaces and maximize student achievement. The new



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audio equipment will allow us to continue functioning legally and will also create a more professional experience for student designers.



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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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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.)

Since our courses depend heavily on equipment, we have prioritized that and not been able to request funding for professional development and career exploration. We are looking to create opportunities for this in future cycles.

4. We have been working with high schools to continue dual enrollments for our Technical Theatre courses, but have not requested Perkins grant funds for the same.

6. While we have been evaluating our activities and assessing needs, we do not have a formalized structure to carry out evaluations. This will be an area to explore in the near future.



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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 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 type="checkbox"/> Local education and business (including small business) partnerships, including for: a) work-related experiences for students, such as internships, cooperatives education, school based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; b) adjunct faculty arrangements for qualified industry professionals; and c) industry experience for teachers and faculty; [§135(c)(3)]
<input type="checkbox"/> Provide programs for special populations. [§135(c)(4)]
<input type="checkbox"/> Assist career and technical student organizations. [§135(c)(5)]
<input checked="" type="checkbox"/> Mentor and support services. [§135(c)(6)]
<input 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 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 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 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 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 **167,804.07**

Submitted by: **Perviz Sawoski and Leigh Allen**

Date: **2-6-26**

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- Technical Theatre
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.

Please also see the attached sheet with qotes and justifications for items requested.

\$76.22

Description	Quantity	Unit Price	Unit Price w/tax (10.75%)	Total	Type of expense	Level of Priority	Was this item described in
<i>For stipends, please include benefit rate at 30%</i>							
PGM Men's Dressform size 42 Half Body with Legs	1	\$679.00	\$750.30	\$750.30	Equipment	Medium	Yes
PGM Women's Dressform size 14 Half Body w/ Partial legs and collapsible shoulders	1	\$709.00	\$783.45	\$783.45	Equipment	Medium	Yes
Uline Fiber Drum - 75 gallon	2	\$90.00	\$90.00	\$180.00	Equipment	Low	Yes
Sterilite Clear Storage boxes (carton of 4) 70 QT capacity	3	\$80.00	\$80.00	\$240.00	Equipment	Low	Yes
Uline wood hangers - adjustable skirt/pant clips (carton of 50) Natural color	1	\$92.00	\$92.00	\$92.00	Supplies	Low	Yes
Uline wood hangers - suit with bar (carton of 50) Natural color	1	\$92.00	\$92.00	\$92.00	Supplies	Low	Yes
Uline Standard Rolling Z-rack Black color	5	\$100.00	\$100.00	\$500.00	Equipment	Medium	Yes
Uline Heavy Duty Rolling Z-rack Black color	5	\$125.00	\$125.00	\$625.00	Equipment	Medium	Yes
Uline Z-rack bottom tray - black color	10	\$69.00	\$69.00	\$690.00	Equipment	High	Yes
Uline Mini rolling Z-rack black color	5	\$90.00	\$90.00	\$450.00	Equipment	High	Yes
Uline Clear Vinyl rack Covers 66"x63"x26"	10	\$46.00	\$46.00	\$460.00	Equipment	Medium	Yes
Uline Mobile Floor Mirror	1	\$250.00	\$250.00	\$250.00	Equipment	Low	Yes
Uline Economy Gaffer Tape - White 2"x50 yds	5	\$20.00	\$20.00	\$100.00	Supplies	Medium	Yes
Uline fluorescent Gaffers Tape - Fl. Yellow 2"x50yds	3	\$39.00	\$39.00	\$117.00	Supplies	Low	Yes
Uline Tool Cart - 30"x20"x42"	1	\$605.00	\$605.00	\$605.00	Equipment	Low	Yes
Global Industrial Encore Packaging B- Support roll Stand 60"L	1	\$489.95	\$489.95	\$489.95	Supplies	Low	Yes
CueList - Educational Subscription	2	\$399.00	\$219.40	\$438.80	Software	High	Yes
Strand CD80CM-SV Dual 20 Amp Constant Power Module for CD80® Supervisor (SV)	10	\$467.00	\$514.87	\$5,148.70	Equipment	High	Yes
ETC Response Mk2 Gateway	3	\$1,068.00	\$1,177.47	\$3,532.41	Equipment	High	Yes
ETC Response Mk2 4-port Gateway	3	\$1,108.00	\$1,221.57	\$3,664.71	Equipment	High	Yes
ETC ColorSource PAR RGBL LED Par	16	\$876.00	\$965.79	\$15,452.64	Equipment	Medium	Yes
C Clamps (10 Pack)	2	\$216.00	\$238.14	\$476.28	Equipment	Medium	Yes
ETC Source4 LED Series2 Lustr	8	\$2,136.00	\$2,354.94	\$18,839.52	Equipment	Medium	Yes
15' PowerCon Jumper Cables	30	\$61.99	\$68.34	\$2,050.20	Equipment	Medium	Yes
25' PowerCon Jumper Cables	15	\$61.99	\$68.34	\$1,025.10	Equipment	Low	Yes
PowerCon Drop Box	10	\$119.99	\$132.29	\$1,322.90	Equipment	High	Yes
PowerCon Coupler	10	\$47.99	\$52.91	\$529.10	Equipment	High	Yes
OSRAM HPL 575w 115v HPL750120X Long Life Halogen Lamp (2000hrs)	24	\$19.99	\$22.04	\$528.96	Equipment	Low	Yes
ETC S4 Barrels 26 degree	8	\$316.00	\$348.39	\$2,787.12	Equipment	Medium	Yes
ETC S4 Barrels 36 degree	16	\$316.00	\$348.39	\$5,574.24	Equipment	Medium	Yes
ETC S4 Barrels 50 degree	8	\$316.00	\$348.39	\$2,787.12	Equipment	Medium	Yes
Surge Protector Power Strips	15	\$11.99	\$13.22	\$198.30	Equipment	Medium	Yes
Safety Cables	50	\$5.22	\$5.76	\$288.00	Equipment	High	Yes
6' End Plated Truss - Black	2	\$784.00	\$864.36	\$1,728.72	Equipment	High	Yes
8' End Plated Truss - Black	4	\$855.00	\$942.64	\$3,770.56	Equipment	High	Yes
2" Yellow Gaffers Tape by the box (24 Rolls)	1	\$460.56	\$507.77	\$507.77	Supplies	Medium	Yes
2' Fluorescent Yellow Gaffers Tape	5	\$24.79	\$27.33	\$136.65	Supplies	Low	Yes
Panasonic ET-EMW200 10.8-12.52mm Zoom Lens	2	\$6,984.00	\$7,699.86	\$15,399.72	Equipment	High	Yes
Panasonic ET-D75L1 Zoom Lens	1	\$3,168.15	\$3,492.89	\$3,492.89	Equipment	High	Yes
Lightware TPS Long Distance Receiver HDM-D-TPS-RX96	8	\$639.00	\$704.50	\$5,636.00	Equipment	High	Yes
Beyerdynamic DT108 Single-Ear Headset	10	\$359.99	\$396.89	\$3,968.90	Equipment	Medium	Yes
10' Ethernet Cable	10	\$25.99	\$28.65	\$286.50	Equipment	Medium	Yes
25' Ethernet Cable	10	\$39.99	\$44.09	\$440.90	Equipment	Medium	Yes
50' Ethernet Cable	20	\$65.99	\$72.75	\$1,455.00	Equipment	Medium	Yes
100' Ethernet Cable	10	\$109.99	\$121.26	\$1,212.60	Equipment	Medium	Yes
Worbla's Finest Art (Jumbo sheet size 39"x59")	3	\$73.00	\$80.48	\$241.44	Supplies	Low	Yes
rosco Flexbond 16oz.	4	\$30.00	\$33.08	\$132.32	Supplies	Low	Yes
HD EVA Foam sheet 39"x59", White, 2mm	1	\$36.99	\$40.78	\$40.78	Supplies	Low	Yes
HD EVA Foam sheet 39"x59", White, 4mm	1	\$42.99	\$47.40	\$47.40	Supplies	Low	Yes
HD EVA Foam sheet 39"x59", White, 6mm	1	\$45.99	\$50.70	\$50.70	Supplies	Low	Yes
Black & Decker Heat Gun (HG 1300)	2	\$39.99	\$44.09	\$88.18	Equipment	Medium	Yes
PRULDE Mini Heat Gun 2-Temp	1	\$22.64	\$24.96	\$24.96	Equipment	Medium	Yes
Onyx Black Silk Dupioni 54" wide	50	\$28.00	\$30.87	\$1,543.50	Equipment	Medium	Yes
Kefir Off White Silk Dupioni 54" wide	50	\$28.00	\$30.87	\$1,543.50	Supplies	Medium	Yes
Alpaca off white Silk Matka 54" wide	25	\$38.00	\$41.90	\$1,047.50	Supplies	Medium	Yes
Raven black Silk Matka 54" wide	15	\$38.00	\$41.90	\$628.50	Supplies	Medium	Yes
Imperial Fabric (Twill) 100% Cotton, 55" wide - Black	50	\$14.00	\$15.44	\$772.00	Supplies	High	Yes
Imperial Fabric (Twill) 100% Cotton, 55" wide - White	50	\$14.00	\$15.44	\$772.00	Supplies	High	Yes
Imperial Fabric (Twill) 100% Cotton, 55" wide - Brown	25	\$14.00	\$15.44	\$386.00	Supplies	High	Yes
Imperial Fabric (Twill) 100% Cotton, 55" wide - Pistachio	25	\$14.00	\$15.44	\$386.00	Supplies	High	Yes
Imperial Fabric (Twill) 100% Cotton, 55" wide - Cherry	25	\$14.00	\$15.44	\$386.00	Supplies	High	Yes
Imperial Fabric (Twill) 100% Cotton, 55" wide - Midnight	25	\$14.00	\$15.44	\$386.00	Supplies	High	Yes
Neiman Fabric Two tone Velvet 100% Polyester - Hunter	20	\$35.00	\$38.59	\$771.80	Supplies	Medium	Yes
Neiman Fabric Two tone Velvet 100% Polyester - Black	20	\$35.00	\$38.59	\$771.80	Supplies	Medium	Yes
Neiman Fabric Two tone Velvet 100% Polyester - Topaz	20	\$35.00	\$38.59	\$771.80	Supplies	Medium	Yes
Neiman Fabric Two tone Velvet 100% Polyester - Crimson	20	\$35.00	\$38.59	\$771.80	Supplies	Medium	Yes
Neiman Fabric Two tone Velvet 100% Polyester - Peacock	20	\$35.00	\$38.59	\$771.80	Supplies	Medium	Yes
Smaart RT v9 Perpetual License	1	\$899.00	\$991.15	\$991.15	Software	Medium	Yes
Beyerdynamic DT 770 Pro Closed-back Studio Headphones - 250 ohms	3	\$199.00	\$219.40	\$658.20	Equipment	Medium	Yes
Whirlwind Cab Driver Speaker Component Checker	1	\$302.00	\$332.96	\$332.96	Equipment	Medium	Yes
SoundTools SSXLR Sniffer/Sender 3-Pin XLR/Phantom Power Test Set - DMX Compatible	1	\$60.00	\$66.15	\$66.15	Equipment	High	Yes
Whirlwind Qbox Audio Line Tester/Test Tone Generator	1	\$485.00	\$534.71	\$534.71	Equipment	High	Yes
3M Tegaderm Transparent Film Dressing Roll, 4 Inches X 11 Yards, Adhesive/Film, Non-Sterile, 4 Count, #18004	1	\$120.86	\$133.25	\$133.25	Equipment	Medium	Yes
Anker 5-in-1 USB C Hub	5	\$19.99	\$22.04	\$110.20	Equipment	Medium	Yes
Focusrite Scarlett 2i2 4th Gen USB Audio Interface	1	\$219.00	\$241.45	\$241.45	Equipment	Medium	Yes
Pro Co MIC2.K Bulk Install Balances Wire - 500 Foot	1	\$119.99	\$132.29	\$132.29	Equipment	Medium	Yes
Neutrik NC3FX-B 3-pole Female XLR Cable-mount Connector	10	\$5.34	\$5.89	\$58.90	Equipment	Medium	Yes
Neutrik NCMXX-BAG 3-pole Male XLR Cable-mount Connector	10	\$3.64	\$4.01	\$40.10	Equipment	Medium	Yes
Neutrik NP3X-B 3 Pole Gold 1/4-inch Connector Black Shell	5	\$12.30	\$13.56	\$67.80	Equipment	Medium	Yes
Hose CBT-500 Audio Cable Tester	1	\$76.98	\$84.87	\$84.87	Equipment	High	Yes
StarTech.com RJ45 RJ11 Crimp Tool with Cable Stripper	1	\$38.99	\$42.99	\$42.99	Equipment	Medium	Yes
Platinum Tools EX-RJ45 Cat 6 Connectors	1	\$67.99	\$74.96	\$74.96	Equipment	Medium	Yes
500 ft. Blue 23/4 Solid CU CAT6 SMR (Riser) Data Cable	1	\$93.43	\$103.01	\$103.01	Equipment	Medium	Yes
Weller Soldering Helping Hand	1	\$53.64	\$59.14	\$59.14	Equipment	Medium	Yes
SanDisk ZTB Extreme Portable SSD V2 (Sky Blue)	1	\$259.99	\$286.64	\$286.64	Equipment	Medium	Yes
Rode H1A-4 3.5mm to 1/4 inch TRS Headphone Adapters (4-pack)	2	\$19.00	\$20.95	\$41.90	Equipment	High	Yes
USB C Adapter (2 Pack), Anker USB C to USB Adapter High-Speed Data Transfer	3	\$15.99	\$17.63	\$52.89	Equipment	High	Yes
Apple USB-C to 3.5mm Headphone Jack Adapter	4	\$9.00	\$9.92	\$39.68	Equipment	High	Yes

ChargeWorx Lighting to 3.5mm Headphone Adapter (White, 3")	4	\$14.99	\$16.53	\$66.12	Equipment	High	Yes
Zoom H6Studio Handheld Recorder	1	\$399.99	\$440.99	\$440.99	Equipment	Low	Yes
iPad 128GB Wifi Only	1	\$349.00	\$384.77	\$384.77	Equipment	High	Yes
PageFlip Butterfly Bluetooth Page-turning Pedal	1	\$84.99	\$93.70	\$93.70	Equipment	Medium	Yes
DPA 4099 CORE+ Instrument Microphone with Violin Mounting Clip	1	\$760.00	\$837.90	\$837.90	Equipment	Medium	Yes
DOA C-Clip Microphone Clip for Cello with G-Mount	1	\$49.00	\$54.02	\$54.02	Equipment	Medium	Yes
DPA Microphones 2061 Miniature Omnidirectional Lavalier Microphone with TA4F Connector (Beige, No Accessories)	3	\$445.00	\$490.61	\$1,471.83	Equipment	Medium	Yes
DPA Microphones 2061 Miniature Omnidirectional Lavalier Microphone with TA4F Connector (Brown, No Accessories)	3	\$445.00	\$490.61	\$1,471.83	Equipment	Medium	Yes
DPA Microphones 2061 Miniature Omnidirectional Lavalier Microphone with TA4F Connector (Black)	2	\$460.00	\$507.15	\$1,014.30	Equipment	Medium	Yes
Neuman KM184 Stereo Set Small-Diaphragm Cardioid Microphone Pair - Nickel	1	\$1,585.00	\$1,747.46	\$1,747.46	Equipment	Medium	Yes
Home RTX 2.0	2	\$59.99	\$66.14	\$132.28	Equipment	Medium	Yes
JLB Clip 5	2	\$79.95	\$88.14	\$176.28	Equipment	Medium	Yes
Hosa XVM-115F XLR Female to Right Angle 3.5mm TRS Male Cable - 15 foot	2	\$16.95	\$18.69	\$37.38	Equipment	Medium	Yes
Off Broadway 1 Gallon Paint (White)	10	\$55.75	\$61.46	\$614.60	Equipment	Medium	Yes
Off Broadway 1 Gallon Paint (Black)	10	\$62.25	\$68.63	\$686.30	Supplies	Medium	Yes
Tough Prime 5 Gallon Paint (Black)	1	\$382.25	\$421.43	\$421.43	Supplies	Medium	Yes
Premiere Clear 1 Gallon Paint (Satin Clear)	3	\$136.00	\$149.94	\$449.82	Supplies	Medium	Yes
Premiere Clear 1 Gallon Paint (Flat Clear)	3	\$136.00	\$149.94	\$449.82	Supplies	Medium	Yes
Stools	12	\$53.00	\$58.43	\$701.16	Equipment	Low	Yes
Folding Chairs	3	\$119.00	\$131.20	\$393.60	Equipment	Low	Yes
QLab 5 Standard Educational License	3	\$479.00	\$528.10	\$1,584.30	Software	High	Yes
Mac Studio Apple M4 Max chip with 16-core CPU, 40-core GPU, 16-core Neural Engine 128GB unified memory 2TB SSD storage	1	\$4,099.00	\$4,519.15	\$4,519.15	Equipment	High	Yes
Magic Keyboard with Touch ID and Numeric Keypad for Mac models with Apple silicon (USB-C) - US English - Black Keys	1	\$199.00	\$219.40	\$219.40	Equipment	Medium	Yes
Coway Airmega AP-1512HH(W)	1	\$169.99	\$187.41	\$187.41	Equipment	High	Yes
VEVOR Professional Ultrasonic Cleaner, 1.3 L Ultrasonic Jewelry Cleaner with Digital Timer & Heater, Stainless Steel Industrial Sonic Cleaner 40kHz	1	\$44.90	\$49.50	\$49.50	Equipment	Medium	Yes
Flashlight With Light-Up Pen	250	\$1.12	\$1.23	\$307.50	Supplies	Medium	Yes
4x8 CDX Plywood	20	\$37.95	\$41.84	\$836.80	Supplies	Medium	Yes
16' 2x4 Premium Douglas Fir	40	\$10.72	\$11.82	\$472.80	Supplies	Medium	Yes
12' 1x3 Spruce	40	\$6.36	\$7.01	\$280.40	Supplies	Medium	Yes
DEWALT Circular Saw: 7 1/4 in Blade Diameter	1	\$296.77	\$327.19	\$327.19	Equipment	Medium	Yes
6 Faculty Mentorship Stipends: 40 hours/year @65/hr	6	\$2,600.00	\$3,380.00	\$20,280.00	Stipend	High	Yes
Financial Support for Students selected for Festivals and Competitions or tours:	3	\$500.00	\$500.00	\$1,500.00	Student help or conference	High	Yes
		Total		\$167,804.07			

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**

1006 - Technical Theater

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

Cohort Year CTE Enrollments: 216

CTE Headcount: 134

(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*	9	9	95.51	92.00	100.00	N/A	N/A
Gender							
Female	5	5	95.51	92.00	100.00	N/A	N/A
Male	4	4	95.51	92.00	100.00	N/A	N/A
Ethnicity / Race							
Asian	1	1	95.51	92.00	100.00	N/A	N/A
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	3	3	95.51	92.00	100.00	N/A	N/A
American Indian/Alaskan Native			95.51	92.00	N/R	N/R	N/R
Other Non-White			95.51	92.00	N/R	N/R	N/R
Pacific Islander			95.51	92.00	N/R	N/R	N/R
Multi-Ethnicity			95.51	92.00	N/R	N/R	N/R
White Non-Hispanic	4	4	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	4	4	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*	4	7	84.02	89.60	57.14	N/A	N/A

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

Perkins V, Title I, Part C Local Application

Gender							
Female	2	3	84.02	89.60	66.67	N/A	N/A
Male	2	4	84.02	89.60	50.00	N/A	N/A
Ethnicity / Race							
Asian	1	1	84.02	89.60	100.00	N/A	N/A
Black or African-American			84.02	89.60	N/R	N/R	N/R
Filipino			84.02	89.60	N/R	N/R	N/R
Hispanic		2	84.02	89.60	0.00	N/A	N/A
American Indian/Alaskan Native			84.02	89.60	N/R	N/R	N/R
Other Non-White			84.02	89.60	N/R	N/R	N/R
Pacific Islander			84.02	89.60	N/R	N/R	N/R
Multi-Ethnicity			84.02	89.60	N/R	N/R	N/R
White Non-Hispanic	2	3	84.02	89.60	66.67	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	1	1	84.02	89.60	100.00	N/A	N/A
Individuals with Economically Disadvantaged Families	1	3	84.02	89.60	33.33	N/A	N/A
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			84.02	89.60	N/R	N/R	N/R
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*	5	5	72.00	73.25	100.00	N/A	N/A
Gender							
Female	DR	DR	72.00	73.25	DR	N/A	N/A
Male	DR	DR	72.00	73.25	DR	N/A	N/A
Ethnicity / Race							
Asian			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	DR	DR	72.00	73.25	DR	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields			72.00	73.25	N/R	N/R	N/R
Out of Workforce Individuals			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)

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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:

___9___ of the 84 are at or above the District negotiated level(s);

___5___ of the 84 are below the District negotiated level(s);

___70___ of the 84 are list as (N/A, N/R)

President or Designee, : *Perviz Sawoski*

Chair, Theatre Arts/ Technical Theatre