**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](https://www.smc.edu/community/office-of-student-life/student-government/forms-documents.php)

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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.smc.edu%2Fcommunity%2Foffice-of-student-life%2Fstudent-government%2Fdocuments%2FAS-Fiscal-Policy%2Fa-s-fiscal-policy-15th-edition-revised-may-2021.pdf&data=04%7C01%7CCasillas_Ruth%40smc.edu%7Cb8aa391a5e5940ddbfaa08d9835e20f4%7Cbe95da8a67ab4574a292eeb9e5694a69%7C0%7C0%7C637685262575444396%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=RX%2FZ1cna0DwsjeswDPOLhrMi14f1DOoI63vE9OT8qEA%3D&reserved=0).  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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.smc.edu%2Fcommunity%2Foffice-of-student-life%2Fstudent-government%2Fforms-documents.php&data=04%7C01%7CCasillas_Ruth%40smc.edu%7Cb8aa391a5e5940ddbfaa08d9835e20f4%7Cbe95da8a67ab4574a292eeb9e5694a69%7C0%7C0%7C637685262575454349%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=WxjldF%2FW44GswMArJTYbpr5agIEt1q0QEX0%2BdYG7cXk%3D&reserved=0) click here.

[Associates](https://www.smc.edu/community/associates/event-funding-requests.php)

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](https://foundation.smc.edu/get-involved/chair-of-excellence.php)

***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.

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

Lottery

[Associated Students](https://www.smc.edu/community/office-of-student-life/student-government/forms-documents.php)

[Associates](https://www.smc.edu/community/associates/event-funding-requests.php)

[Foundation](https://foundation.smc.edu/get-involved/chair-of-excellence.php)

[Chairs of Excellence](https://foundation.smc.edu/get-involved/chair-of-excellence.php)

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.**

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.

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:  Date:

Program/Discipline Name:

Program TOP Code:

Department:

Department Chair:  Email:

Submitted by:

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;

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

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

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

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

*The 3 numbers in the gray boxes should add up to 40*

**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.

Since the Core Indicator Reports for 2025-26 are not available, please use Core Indicator reports from 2024-2025.

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 2024-25, the data reflects cohort information from FY 2021-22.

<https://misweb.cccco.edu/perkinsV/Core_Indicator_Reports/Forms_All.aspx>

or [SMC pre-downloaded by 4 digit TOP](https://admin.smc.edu/administration/governance/academic-senate/career-technical-education-staff-faculty-resources/Core_Indicator_Reports.php)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
| Indicator | 2024-2025  State Negotiated Level | 2024-2025  Local Negotiated Level | 2022-2023  Fiscal Year Planning  College Performance | 2023-2024  Fiscal Year Planning  College Performance | 2024-2025  Fiscal Year Planning  College Performance |
| Unduplicated Count (CTE Headcount) |  |  |  |  |  |
| Number of Concentrators |  |  |  |  |  |
| **Core Indicator 1:**  Postsecondary Retention & Placement |  |  |  |  |  |
| **Core Indicator 2:**  Earned Postsecondary Credential |  |  |  |  |  |
| **Core Indicator 3:**  Non-traditional Program Enrollment |  |  |  |  |  |
| **Core Indicator 4:**  Employment |  |  |  |  |  |

**Please provide a narrative explaining how your Perkins Funded Project in 2025-2026 will improve your Core Indicator Data.**

|  |
| --- |
| **Core indicator 1** (Postsecondary Retention & Placement):  Is this indicator above or below the state negotiated level?  Above  Below  If this indicator is below, please state why:    If this indicator is below, please state how you plan to improve it: |
| **Core Indicator 2** (Earned Postsecondary Credential):  Is this indicator above or below the state negotiated level?  Above  Below  If this indicator is below, please state why:    If this indicator is below, please state how you plan to improve it: |
| **Core Indicator 3** (Non-traditional Program Enrollment. Currently Non-Traditional is based on gender):  Is this indicator above or below the state negotiated level?  Above  Below  If this indicator is below, please state why:    If this indicator is below, please state how you plan to improve it: |
| **Core Indicator 4** (Employment):  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: |

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

<http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx>

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Total Enrollments** | **Retained** | **Percent Retained** | **No. of**  **Noncredit**  **Certificates**  **Awarded** | **No. of Bachelor Degrees Awarded** | **No. of AA/AS Degrees Awarded** | **No. Of Certificates Awarded (18units and above)** | **No. of Department Certificates Awarded (fewer than 18 units)** |
| **2021 - 22** |  |  |  |  |  |  |  |  |
| **2022 - 23** |  |  |  |  |  |  |  |  |
| **2023 – 24** |  |  |  |  |  |  |  |  |

## ADVISORY COMMITTEE

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

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

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

**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)

**Briefly describe how the issue(s) will be addressed.** **What activities will be conducted? Please describe the items in the budget here if not already described elsewhere.**

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

|  |  |  |
| --- | --- | --- |
| 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)](https://www.smc.edu/academics/workforce-economic-development/cte/documents/SMC-Perkins-CLNA-May-2024.pdf) and B) support CTE programs that are sufficient size, scope, and quality to be effective and that | ***Indicate with a check mark which requirements have been met, below.*** | |
| 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)] |  |  |
| 1. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or para professionals. [§135(b)(2)] |  |  |
| 1. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. [§135(b)(3)] |  |  |
| 1. 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)] |  |  |
| 1. 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)] |  |  |
| 1. 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)] |  |  |

**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.)

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)**

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)]

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)]

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)]

Provide programs for special populations. [§135(c)(4)]

Assist career and technical student organizations. [§135(c)(5)]

Mentor and support services. [§135(c)(6)]

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)]

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)]

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)]

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)]

Provide activities to support entrepreneurship education and training. [§135(c)(11)]

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)]

Develop and support small, personalized career-themed learning communities. [§135(c)(13)]

Provide support for family and consumer sciences programs. [§135(c)(14)]

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)]

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)]

Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

Provide support for training programs in automotive technologies. [§135(c)(18)]

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)]

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.

**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 2024-25 core indicator report along with your application.** If you need assistance with the application and budget development please contact the Ruth Casillas for assistance at x4023.

Total amount of Perkins V funding being requested for 2025-2026

Submitted by:  Date:

Proposals must be received *electronically* no later than February 7th, 2025**,** 5:00pm to

[ramos\_patricia @smc.edu](mailto:sanchez_sandra@smc.edu) and [casillas\_ruth@smc.edu](mailto:casillas_ruth@smc.edu).