

Los Medanos College Resource Requests

FY2024-2025

Updated 9/1/24

BRDF	Unit	Department	Faculty / Staff / Operating / PD	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
319	Administrative	Custodial	Operating	Other	Various campus-wide furniture repair and replacement. The Building & Grounds Department is seeking instructional support funding to repair or replace a variety of campus wide furniture, including chairs, desk, tables, including electrified / motorized furniture, etc. This request if to ensure all equipment for the learning environment is made safe.		30,000		4/14/2023	4/14/2025	Sheri Woltz	Ensure safe environment by repairing or replacing campus wide furniture that is subjected to normal wear and tear, vandalism, or theft. Math building is equipped with electrified furniture to raise/lower computer equipment currently requiring switch or motor replacement.
322	Administrative	Business Services	Staff	Classified	Additional Account Clerk in Cashier Office/ EMP Goal #1, #2, #5 The Cashier provide general operation cashier functions for the entire college. As a result of a recent cash handling audit, this function/department was moved to the Business Services Office. However, no additional support or resources were provided when the position was transitioned from Admissions and Records or as a result of additional services being migrated from other departments to completed through the cashier's office. This request seeks one FTE of an Account Clerk to be able to meet increased service needs in the cashier's office based on departmental demand.	Fund 11 & Fund 12 (EOPS/NEXTU P as appropriate)	87,713		9/29/2023	9/29/2025	Jinpa Tharchin	The Cashier provide general operation cashier functions for the entire college. As a result of a recent cash handling audit, this function/department was moved to the Business Services Office. However, no additional support or resources were provided when the position was transitioned from Admissions and Records, in addition, as a result of a cash handling audit the function of cash handling and ticketing for athletic events has moved to the cashier department as well from other departments. Now with the additional funding that has been provided to students through financial aid, EOPS, Care, Basic Needs, and Nextup the single cashier is no longer complete the existing functions of the office without shutting down student faced services for significant time periods. The distribution service of gift cards, checks have been moved to the cashier's office as these are identified as cash transactions and require proper fiscal controls and without additional support to provide this service the department can not provide adequate support.
324	Administrative	Building and Grounds	Staff	Classified	Grounds Worker Lead (Brentwood)/EMP Goal #5 With the opening of the new Brentwood Center there is a need for a new permanent grounds worker to maintain the grounds at the Center. This request is for 1 additional FTE of a Grounds Worker lead to be primarily assigned at the Brentwood Center and assist with the Pittsburg location as needed for coverage.	Fund 11	106,853		10/2/2023	10/2/2025	Michael Bransford	The Grounds Department is tasked with maintaining the lawns, trees, shrubs, flowers, turf and irrigation this impacts the college's outdoor appearance and the outdoor educational environment experienced by students each day. When the new Brentwood Center opened this increased the amount of remote acreage added to the department's daily mission without any additional staff or resources to maintain the new center.
327	Administrative	Building and Grounds	Staff	Classified	New Equipment Maintenance Worker/EMP Goal #5 With the opening of the new Brentwood Center, KAC and Student Union there is a need for a new permanent Equipment Maintenance Worker to maintain the new buildings at the Pittsburg location and the new buildings at the Center. This request is for 1 additional FTE of a Equipment Maintenance Worker to support the Pittsburg location and the Brentwood Center as needed.	Fund 11	104,260		10/5/2023	10/5/2025	Michael Bransford	The Maintenance Department is tasked with maintaining and repairing the buildings and their systems. This work directly impacts the educational environment experienced by our students and can impact their success. When the new Brentwood Center, KAC and Student Union opened this increased the amount of square footage that was added to the department's daily mission. This new 120,000 gross square footage (GSF) was added without any additional staff or resources to maintain the buildings limiting the ability of the buildings to offer their services to students consistently.
Administrative Total							328,826					
239	Instructional	Brentwood Library	Faculty	Faculty Adjunct	Brentwood Adjunct Librarian Hours. Adjunct Librarian hours for the Brentwood Library Learning Center	Fund 11	17,012		4/27/2023	4/27/2025	Roseann Erwin	As of now, all Brentwood librarian services are provided by the Brentwood Librarian, a Box 2A position that is funded for Fall and Spring semesters only. With the opening of the new Library Learning Center, this means that, without additional adjunct funding, the new Library space at Brentwood will be without a Librarian on site during the entire summer. Our request for 6 hours per week of librarian coverage during summer will provide a minimal but important faculty presence to deliver reference and instruction services to Brentwood classes. An additional 4 hours per week for Fall and Spring semesters provides Librarian coverage while the Brentwood Librarian teaches library orientations and attends to department and college service obligations such as department and committee meetings. Summer hours: \$80.00 x 6 hours x 6 weeks = \$2880 Spring and fall hours: \$80.00 x 4 hours x 16 weeks x 2 semesters = \$10,240 Subtotal = \$13,120 Estimated Benefits = \$3892.42 Total = \$17,012.42
294	Instructional	Ethnic Studies Institutional Racism Taskforce	Staff	Consultant/Trainer	Hire a consultant to assess the delay in starting the Social Justice/ Ethnic Studies department and Ethnic studies hire.			50,000	3/22/2023	3/22/2025	Mark Lewis	Although the Academic Senate does not have a program review, it does share share in the responsibility of ensuring that the educational master plan is being implemented. When Academic Senate identifies areas where it can lead and support items in the Educational Master Plan that requires funding, then RAP becomes one of its only paths to do so. Academic Senate feels strongly that engaging in this work supports Goal 1, objectives 1.2 and 1.3. Goal 1 Strengthen a culture of equity, diversity, inclusion, and racial justice 1.2 Create and enhance multiple, ongoing opportunities for dialogue, engagement, and community-building; develop action plans that implement equity-focused, anti-racist, inclusive practices. 1.3. Review policies, procedures, outcomes, and operations to identify and eliminate any inherent biases or inequities; actively work to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices. Since the tenure of many full-time faculty members, there have been limited or no formal assessment of policies, procedures, outcomes, and operations to identify and eliminate any inherent biases or inequities. Goal 1.3 calls for "active work" to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices. One way the college can actively engaged in this work is through funding the institutional racism assessment. This case study will illicit a beginning to active work and pave a pathway for future analysis that will truly help the college to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices that will have major impacts on all levels of the college, from student experiences to those of our faculty, classified staff, and management.
295	Instructional	Math	Equipment	Equipment	See attached quote options including taxes and shipping. 4 Bloc Sun Benches \$15776, 8 Bloc Sun Benches \$28820, 10 Bloc Sun Benches \$35179. Maintenance costs for hours to install benches and cost of artificial turf or sand up to \$5000. Total cost range: \$15776 to 40179.			15,776	3/23/2023	3/23/2025	Julie Von Bergen	The college needs to assist student with staying on the math pathway (Guided Pathways Pillar 3) in order to meet metrics and goals for the Student Centered Funding Formula (SCFF), Student Success dashboard, Vision for Success goals, and regularly measured by PPG studies. As reported in Comprehensive Program Review, the Math department and other programs have seen sharp declines in productivity as a result of the Covid-19 pandemic. The Math department is working to provide resources such as tutoring in the Math Tutoring Center (Math Lab). We want the campus environment to be welcoming and provide spaces for students to study outdoors, with comfortable furniture inviting students to stay on campus near the math building after their classes end. Feedback from students through surveys and recent forums overwhelmingly says that students want the campus environment to be more welcoming and provide more spaces for studying and socializing.
313	Instructional	Chemistry	Faculty/Staff	Faculty / Student Hourly	Chem 25 Preparatory Workshop is a hands-on workshop held prior to the start of the semester to serve incoming Chem 25 students from both Pittsburg and Brentwood campuses. This workshop is a 6-hour (1 day) session that primarily involves brief survey on fundamental topics that will be covered in Chem 25 coupled with interactive problem-solving activities. Experiment demos are also conducted to invite interest from students and provide them some hands-on experience in the lab. Students are also given the opportunity to work together during break-out activities and get to know their peers. Past pre-semester workshops/boot camp had been instrumental in helping students succeed in Chem 25 that we plan to continue offering it every semester should we secure permanent funding. This workshop aligns with our EMP in three ways: Goal 1: To strengthen a culture of equity, diversity, inclusion, and racial justice - One of the key factors to the success of this workshop is the welcoming and inclusive atmosphere that our participants experience. Student participants begin to establish connections with their peers and their instructors early on and feel a greater sense of belonging. Goal 2: To increase and maximize equitable opportunities for students to successfully complete courses - This workshop provides students a brief but relevant course overview that will enable them to identify the topics that they need to focus on during the semester and successfully complete the course. Goal 4: To better support students in accomplishing their academic goals - Early and better preparation for a course is usually equated with its successful completion. With the successful completion of Chem 25, students will move a step closer towards obtaining their transfer credits and/or associates degree. Partial funding to this workshop is acceptable if funds are limited. We currently tap our STEM program to financially support our FT faculty, student assistants, and food/refreshments but would need support to pay our PT faculty lecturers and the chemicals/consumables in our demo experiments.	Fund 11	2,000		3/30/2023	3/30/2025	Girle Sison	The workshop is run once each semester and will require a few hours from our faculty and student assistants. The following roles are identified. - The principal facilitator will prepare agenda and handouts for the students, set up demo experiments, brief faculty and student assistants regarding workshop logistics and activities, and conduct a post-workshop evaluation survey from student participants. (FT Faculty OAS - 12 hrs @ \$800) - All lecturers (FT and PT faculty) will discuss a brief overview of each topic and guide students during problem-solving activities. (PT Faculty OAS - 3 x 6 hrs @ \$900) - The student assistants will help in the preparation of demo experiments and lead/present the demo on workshop day. They will also assist or work with students during break-outs and problem-solving activities. (Student Assistant fees - 3 x 6 hrs @ \$300) As stated in the Chemistry Program Review 2022-2023, the pre-semester Chem 25 workshop/boot camp had shown great success in helping students succeed in Chem 25, boasting a 9% increase in course completion and 14% increase in course success. This workshop provides Chem 25 students a jump start for the semester as it encompasses demonstrations that impact the learning of workshop participants and student assistants while working collaboratively during problem-solving, demo, and molecular model building activities. With these very encouraging numbers and impact on learning outcomes, we would like to continue this effort and need permanent funding.
318	Instructional	Center for Academic Support	Faculty/Staff	Classified-Range 52	Program Assistant- Brentwood and Pittsburg This request is for a Program Assistant for the Center for Academic Support to assist with Reading and Writing Consultation and peer tutoring services for Brentwood and Pittsburg delivered in-person and on-line. This request asks for a 20 hour per week position for 10 months per year to assist the Program Coordinator with oversight of daily operations of the Center, which includes assisting students with our services. This position will provide supervision student tutors as well as assist with new tutor training.	Fund 11	2,411		4/6/2023	4/6/2025	Sandra Mills	A Program Assistant is needed to assist with daily oversight of operations in the Center for Academic Support for both Pittsburg and Brentwood, which includes supervision of student tutors. This position assists students with our services at both sites and helps students access services in-person and on-line. A Program Assistant allows the Center to offer increased hours and services, and will enhance our ability to be flexible in the delivery of these services. This position will also allow us to be innovative in how we deliver our services. Given that our data shows that high impact student support significantly improves student success, this position is important to maintaining and improving our services. Support for this assertion is shown through an examination of our disaggregated data. This data shows that disproportionate impact can be significantly improved by student use of high-impact 1:1 support. AB 705 and our acceleration efforts at the college have not improved equitable outcomes in our courses as much as we had hoped, which is disappointing and troubling because we care deeply about equity. It will be important to invest in high impact, wraparound services, like the Center for Academic Support, and provide these services to as many students as possible. In addition, this position will also be responsible for data collection, marketing services, assisting with special events, and completing clerical duties.

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326	Instructional	Library	Faculty	Classified	Library Technician / Pittsburg campus Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs. Goal 4: To better support students in accomplishing their academic and career goals. Goal 5: Effectively utilize institutional resources to meet the needs critical to the	Fund 11	62,812	-	10/1/2023	10/1/2025	Christina Goff	With the permanent move of one full time Senior Library Technician from the Pittsburg Library to the Brentwood campus, we need a full time Library Technician in order to restore Pittsburg Library evening operating hours. We have been operating on a reduced schedule and want to resume supporting students who need our space and services in the evening. Reassigning a Senior Library Technician to the Brentwood Center directly supports our Program Review Goal 1: Equitable library resources and services in Brentwood, but reduces our classified staffing level to one FTE in Pittsburg. We had temporary approval for part time hourly Library Assistants to assist in our operations, but require another full time classified professional in Pittsburg to meet the needs of the Library. The Brentwood Library Learning Center opened in Fall 2022 and is currently open 28 hours per week. One of the Senior Library Technicians was transferred from the Pittsburg to Brentwood campuses beginning Fall 2022, with one-time RAP funds used to backfill some of the employee's hours at Pittsburg with temporary Library Assistants. The decision was made in April 2023 to permanently reassign the Senior Library Technician to the Brentwood Center. This creates a need to fill the 1FTE classified professional position that had been assigned to the Pittsburg campus. After reviewing the needs for the department, it was decided the position classification of Library Technician would be most appropriate.
333	Instructional	Art, Humanities, and Philosophy Department	Operating	Facility Improvement	60 chairs for instructional use ceramic and sculpture labs/ Goal 5 CC-316/327 – The chairs in the ceramic and sculpture studios were recycled from nursing and are showing some wear and tear, we would like to replace 60 chairs that are shared amongst both studios. This aligns with our program review "Maintain safe and effective labs through appropriate resources; ... classroom and office furniture..."			33,000	9/27/2023	9/27/2025	Eric Sanchez	CC-316/327 – The chairs in the art studios lab have been recycled from nursing when they used to be located on the 4th floor of the college complex. (For example we have some that are covered in another material or tarp to be usable for students) We have discovered that this style of store works effectively for the ceramics program, and we would like to continue having something comparable for that lab. Excerpt from Program Review: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5): Maintain safe and effective labs through appropriate resources; classroom technology, window coverings, lighting, podium projector and sound stations, classroom and office furniture, props and supplies for instructional materials for demonstration and lectures.
345	Instructional	Biology (Brentwood)	Operating	Service/Contract	Repair/ Service of equipment/EMP Goal #4 and Goal #5– To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand, expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the equipment, maintenance, and supply needs of current and future lab curricula department-wide across both campuses. This request is for funds for repair of broken microscopes and service of the autoclave.		5,000	-	8/29/2023	8/29/2025	Sandhya Bhatnagar	This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand, expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the equipment, maintenance, and supply needs of current and future lab curricula department-wide across both campuses. This request is for funds for repair of broken microscopes and service of the autoclave.
346	Instructional	Biology (Brentwood)	Staff/Operating	Student worker/Supplies	Funds to meet increased number of Biology courses at Brentwood Campus/EMP Goal #2, 4, and 5)–Improving Brentwood center and to better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand, expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. This request is for funds for purchasing general supplies and hiring more student workers till I get more support staff.		10,000	-	9/28/2023	9/28/2025	Sandhya Bhatnagar	This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand, expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. This request is for funds for hiring more student workers till I get more support staff. General supplies for the 14 labs/weeks for 7 offered Biology courses at Brentwood This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand, expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. This request is for funds for purchasing general supplies and hiring more student workers till I get more support staff.
350	Instructional	MESA	Staff	Classified	MESA Program Administrative Assistant III/ EMP 1.1,1.5,2.1,2.3-2.5,3.2, 3.3,4.1-4.4,5.1 Increase of MESA Administrative Position from 50% to 100% permanent, paid by MESA	State MESA Grant	88,141	-	10/5/2023	10/5/2025	Briana McCarthy	Currently MESA has a full-time director and a temporary 50% part-time administrative assistant supporting 400+ students. We would like to request a permanent full-time administrative assistant paid for by our expanded grant funds. In FY 23-27, we have a budget of \$1.7+ million. With this ongoing money and the ability to enhance support for our students in the program, we have an urgent need to increase our staff to grow capacity and bolster support. This hire would come at no cost to the college, as it would be funded entirely by MESA monies. MESA is a model program for Guided Pathways and the backbone of the STEM pathway at Los Medanos College. We have been implementing strategic success interventions for our 14+ years at LMC. With recent increases in funding, we hope to grow in our Guided Pathway Success strategies as well to help serve our students and the college's goals. MESA serves both MESA only students and STEM students in our center for tutoring, workshops, and other course support services. Our success in part can be demonstrated through application and transfer data: In Spring 2023, 40% of UC applications from LMC were STEM and the majority of those applications were MESA. MESA also successfully transferred 65 students to 4 year universities in SP2023. Historically, the course success rate of MESA students (81% in Spring 2023) has been higher than that of the college, which is notable considering the coursework for a STEM major is considered particularly rigorous. MESA currently serves 400+ students as members of the learning community. However, our tutoring center, workshops and outreach serve a greater STEM student body. We are the STEM hub and center of the STEM Pathway of the campus. Our administrative assistant not only maintains our records for our state contracts, but also our STEM events including but not limited to STEM symposium, STEM Jam, STEM tutoring, MESA Speaker Series, Transfer Workshops, and MESA Retreat. Per our state grant, each of our students must maintain a permanent contract and paper file while in our community. There are often times in which our administrative support needs to work overtime to meet all of our needs in our community. Lastly, with more thorough administrative support, we hope to enhance our ability to support college goals and prioritize Black student success, as is called for in the 22-25 LMC Student Equity Plan. A large part of tracking retention and success is managing applications, contracts, and data and maintaining an up-to-date cohort list for a 400+ student program, which is performed by the administrative assistant. In order to maintain our current functions, but grow to our potential as our funding expands, we request to have full time administrative support for our MESA program.
351	Instructional	MESA	Staff	Classified	Senior Program Coordinator, MESA/EMP 1.1,1.5,2.1,2.3-2.5,3.2, 3.3,4.1-4.4,5.1 Hire 100% Senior Program Coordinator for MESA Program using state MESA grant funds	State MESA Grant	94,000	-	10/5/2023	10/5/2025	Briana McCarthy	Currently MESA has a full-time director and a 50% administrative assistant supporting 400+ students in the learning community. To more fully support our program, we are requesting a permanent full-time senior program coordinator that would be paid out of our existing grant funds. In FY 23-27, we have a budget of \$1.7+ million. With this ongoing money and the ability to enhance support for our students in the program, we have an urgent need to increase our staff to grow capacity and bolster support. This hire would come at no cost to the college, as it would be funded entirely by MESA monies. MESA is a model program for Guided Pathways and the backbone of the STEM pathway at Los Medanos College. We have been implementing strategic success interventions for our 14+ years at LMC. With recent increases in funding, we hope to grow in our Guided Pathway Success strategies as well to help serve our students and the college's goals. MESA serves both MESA only students and STEM students in our center for tutoring, workshops, and other course support services. Our success in part can be demonstrated through application and transfer data: In Spring 2023, 40% of UC applications from LMC were STEM and the majority of those applications were MESA. MESA also successfully transferred 65 students to 4 year universities in SP2023. Historically, the course success rate of MESA students (81% in Spring 2023) has been higher than that of the college (72%), which is notable considering the coursework for a STEM major is considered particularly rigorous. MESA currently serves 400+ students as members of the learning community. However, our tutoring center, workshops and outreach serve a greater STEM student body. We are the STEM hub and center of the STEM Pathway of the campus. This position would focus on transfer success by planning program activities, tracking student engagement, leading recruitment and orientation efforts, and serving as the primary point of contact for program communications and interaction. We would also rely on this position to manage all marketing, outreach, and planning for events, oversee our LMS and student participation tracking, and supervise a team of student admins and ambassadors. With the support of this new role, we would have the capacity to create new programming and interventions to better serve our students, particularly Black students whose academic success is top priority (22-25 Student Equity Plan). We would also provide more thorough and intentional mentorship and advising in the transfer application process, which would enhance our transfer and application success. In order to maintain our current functions, but grow to our potential as our funding expands, we request to have full time senior program coordinator.
354	Instructional	Nursing Dept. (RN & VN Programs)	Operating	Equipment/Service Contract/IT Hardware/Software/Supplies/Facility Improvement	Skills and Simulation Lab Funding Request for funding to help improve & sustain the nursing department's skills & high fidelity simulation lab, equipments and faculty competency facilitate the critical thinking of the economically disadvantaged and highly diverse nursing students that we serve, who will in turn, serve as competent nurses in our community. The funding request will support EMP goals 1, 2, 3, and 4.		15,000	-	10/5/2023	10/5/2025	Maryanne Hicks	Skills Lab and High Fidelity Simulation Lab Funding Maintenance. High fidelity simulation provides evidence-based learning experience to enhance critical thinking with RN & VN students necessary not only to pass the NextGen NCLEX licensing exam, but to ensure competency and safety as entry-level nurses that our community and clinical partners need. Both the high fidelity simulation mannekins and computer equipments that works in sync requires two separate annual maintenance and upgrade fees. Parts and equipments also go through normal wear and tear that needs replacement from time to time. Also, many lab supplies are expendables used for student practices and skills checkoffs. In addition, with the upcoming growth of eight additional students in the RN program by Fall 2024 as required by the Chancellor's growth grant that decreased 15%, additional equipments and supplies are necessary to be prepared and ready before Fall 2024 semester. The funding request for this program review justification supports several EMP goals: effective retention, and increase student completion. (EMP Goal #1 & #2) and increasing or expanding programs that support students directly entering fields with LMC certificates and associate degrees (EMP Goal #3 & #4).

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361	Instructional	Fire Technology	Staff	Classified	Fire Academy Coordinator (Project Coordinator II (Prof Expert) .40)/EMP Goal #3 & #4 The previous fire academy coordinator recently retired. The current fire tech chair already has a full instructional load and while the chair is able to support a new Fire Academy Coordinator, the chair doesn't have the load available to do coordinate the program. Additionally, the chair is currently coordinating efforts for the dual enrollment fire tech courses which due to multiple changes in faculty availability throughout the semester, makes it untenable to coordinate both dual enrollment, which are primary to the chair's role, as well as the fire academy.		-	64,911	10/6/2023	10/6/2025	Dennis Franco	The California State Fire Training Accredited Regional Training Program standards require that the College appoints an administrative officer with a minimum of five years of fire service experience to manage the Fire Academy. While the fire tech department chair meets that requirement, he does not have the capacity given his current duties and assignments to coordinate the fire academy and due to this limitation, hasn't coordinated the program for several years. By hiring a coordinator that works in cooperation with the fire tech chair to manage this highly technical and regulated program, additional funds are needed to have lead supervision on the Contra Costa Fire Protection District (CCCFPD) training grounds at all times throughout the Academy and to ramp up both recruitment for the Academy as well as assigning lead instructors and assistant instructors to each specific Academy evolution such as auto extraction, wild land fire training, etc. This will ensure compliance not only with Cal Fire requirements but also with our contract with our CCCFPD partners.	
367	Instructional	Child Development	Staff	Classified /Student	Early Childhood Educational Specialist three of them for 7 weeks (Classification:58/0.14 ft) Student workers: 1568 hrs EMP#1Strengthen a culture of equity, iversity, inclusion, and racial justice. And on Page 37 of the EMP from the Environmental scan where it says: Expand childcare services at times that courses are scheduled. From a survey completed this semester 76% of the families of the Child Study Center would like the center to be open for the summer while they continue with their coursework. Of those families 78% are POC and 26% specifically are Black/African American. We know that providing childcare for parents who are students supports their success with their coursework. We are proposing a 6-week summer session that aligns with the 6 week summer school session. The EMP goal number 1.4. "To utilize data to identify practices, prioritize actions, and allocate resources that address institutional inequities and achievement gaps for Black, indigenous, people of color (BIPOC), minoritized/marginalized, disproportionately-impacted, and historically underserved/under-represented groups." In addition in the EMP with environmental scans it reads, "Expand childcare services at times that courses are scheduled." Our program review goal that aligns with this request is: To offer a summer childcare program using classified professionals and student interns.		64,434	-		10/1/2023	10/1/2025	Angela Fantuzzi	Both the college per the EMP and the ECE department per program review wants to increase the time that we are offering childcare during school sessions. This means adding a summer school program. In addition, our families have expressed a need for this service. Based on the survey data, to serve these families, we would need the following child care spaces: An infant care program that accommodates 7 infants, however we would have 8 with this funding which will allow a new family to enroll in the infant program. A toddler and preschool program that accommodates 30 toddler and preschool children, however we would have 36 spaces which would allow 6 new families to enroll their children in the toddler preschool program. To be able to accommodate this need we would need to be able to hire: 3 Early Childhood Educators Classified Professionals 13 student interns that work 20 hours per week. The total employment cost would be \$64,434 The total income from tuition would be: \$34,960 The balance would 29,474
375	Instructional	CTE/Workforce Development	Operating	Facility Improvement	Key Fob Project/EMP Goal #2. Currently, faculty, staff, and managers have no way to enter the Voc Tech building without contacting Police Services. This can be difficult, particularly for courses offered on the weekends, when police presence can often be delayed to open spaces. Additionally, if and when brass keys do become available to these groups of employees, there is very expensive equipment, as compared to other areas of the campus, totally in the hundreds of thousands of dollars and a way to track entry and exit is critical for safety and security of our personnel and equipment, especially on the weekends and evenings when there are fewer staff, students, and police in the area. This will ensure that those programs that are hybrid, such as the Logistics and Construction programs, as well as the other Voc Tech programs have access when needed and have their equipment under lock and key with tracking mechanisms in place.		-	14,000	10/6/2023	10/6/2025	Dennis Franco	As stated above, the Voc Tech area has hundreds of thousands of dollars of new or relatively new equipment. As is evidenced by the numerous break-ins on campus, such as several break-ins in the ETEC equipment storage costing thousands of dollars, as well as the recent attack on campus, staff, faculty, and managers need a secure, trackable way of entering and exiting the building safely and conveniently. As many of our courses run in the evenings and the weekends, there are fewer people around creating a lack of security during those times. Brass keys, while often effective have become lost in the past creating years where staff have not been given keys which hampers their ability to enter the building in a safe and timely way. By securing the two doors as entry ways to the Voc Tech area, staff and faculty will be able to take care of their equipment and enter the building conveniently without worry of losing keys that they take an inordinate amount of time to rekey and replace.	
377	Instructional	Library	Staff	Student	Library Student Workers - Pittsburg EMP2.3, 2.4 Student workers at the Pittsburg campus Library to support in person services. We cannot maintain library services without adequate and stable staffing levels. Student Library Clerk	Fund 11/OTHER	24,552	-	10/4/2023	10/4/2025	Christina Goff	In order to function smoothly and provide a consistent level of support to students we require at least one student worker to staff the Circulation Desk during every open hour. They work alongside our Sr. Library Technician. This funding request would allow for us to have a consistent, stable source of funds for our student workers. We would supplement with Federal Work Student money to hire a second student per hour during hours of higher use and traffic. Prior to the closure in March 2020, the Library employed one student worker per every open hour for a total of 56 hours per week, a standard that had been in place since Fall 2010. This allows for the staffing of one Sr. Library Technician and one student worker at the Circulation Desk for each open hour. During the closure our student worker budget was reduced to a level supporting less than 2 hours per week of student support. Once we reopened, the budget remained at that level and we have been supplementing with Federal Work Study money. This limits the students we can hire and the amount we can spend. Currently, the Library's student worker budget covers both the Pittsburg and Brentwood locations. Please note there is a separate RAP request for Brentwood Library student workers. We need funding to support both locations. Student workers staff the circulation desk, assist with checking books in and out, help students find books in the stacks, and assist students with technology related questions such as computer, printer, copier, and scanner use. Student workers also provide support for collection maintenance by shelving books, shelf reading, and inventory. Student workers support the daily opening and closing procedures of the library.	
378	Instructional	Library-Brentwood	Staff	Student	Library Student Workers for Brentwood EMP 2.2, 2.3 Student workers to support library operations at the Brentwood Library are critical to providing equitable library resources in Brentwood, which is Goal 1 in our 2023 Program Review. Student Library Clerk	Fund 11/OTHER	18,104	-	10/4/2023	10/4/2025	Christina Goff	Student workers are critical to keeping the Brentwood Library open and operational. There are no existing ongoing budget funds for student library workers at Brentwood. While we can pull from the Pittsburg budget, it is insufficient and on track to deplete before the year is over. We have been left with the Federal Work Study (FWS) option. Using FWS funds has proved to be extremely time consuming, unreliable, and unsustainable. We are constantly struggling to fill the gaps in the schedule so the Senior Library Technician can take the meals and breaks they are entitled to, attend department and committee meetings; and have time "off-desk" in order to fulfill all of their other duties. We are requesting 32 hours of coverage per week in Fall and Spring. For Summer, we are requesting 24 hours of coverage per week. Fall Semester: \$15.50 x 32 hours x 16 weeks = \$7936 Spring Semester: \$15.50 x 32 hours x 16 weeks = \$7936 Summer: \$15.50 x 24 hours x 6 weeks = \$2232 Total: \$18,104	
379	Instructional	Library-Brentwood	Faculty	Faculty R/T/Adjunct Faculty	Adjunct Librarian/ Summer Brentwood Adjunct Librarian Hours. EMP 2.2, 2.3 Adjunct Librarians provide library instruction for onsite classes and reference support for both Brentwood students and online students who come to Brentwood for in-person services.	Fund 11/OTHER	6,915	-	10/4/2023	10/4/2025	Christina Goff	As of now, all Brentwood librarian services are provided by the Brentwood Librarian, a box 2A position that is funded for Fall and Spring semesters only. There is no funding for a Librarian to be on site during the entire summer. Our request for 12 hours per week of librarian coverage during the Summer will provide a minimal but important faculty presence to deliver reference and instructor services to Brentwood classes. Summer hours: \$79.00 x 12 hours x 6 weeks = \$5,668 Estimated Benefits = 22% Total = \$6914.96	
381	Instructional	Library-Brentwood	Faculty	Faculty R/T	This request is to increase staffing by 20 adjunct hours per week.	Fund 11	10,800	-	3/12/2024	3/12/2026	Akilah Moore	This covers the ongoing cost of the wage increases over the last few years and includes the new cost of operating the Brentwood Center library during the six week summer session.	
382	Instructional	Library	Faculty	Faculty R/T	This request is to increase staffing by 24 adjunct hours per week.	Fund 11	12,960	-	3/12/2024	3/12/2026	Akilah Moore	This covers the ongoing cost of the wage increases over the last few years and includes the new cost of operating the Brentwood Center library during the six week summer session.	
383	Instructional	Office of Instruction	Operating	Supplies	This request is for instructional materials and supplies for the VPI to distribute as necessary to CTE and Math & Science programs, as well as the Library.		-	100,000	3/12/2024	3/12/2026	Akilah Moore	This request is justified by the following goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships	
386	Instructional	Nursing	Operating	Software/Other	Virtual Clinical Simulation for the VN Program		-	8,640	3/11/2024	3/11/2026	Maryanne Hicks	Goal 1, 2, 3, and 4. Virtual simulation is a versatile tool that enhances nursing education across diverse age groups and cultural backgrounds. By replicating real-world scenarios, it helps students develop critical thinking and clinical judgment skills crucial for passing the NCLEX and achieving entry-level competency. Additionally, it serves as a valuable supplement to theory classes, providing hands-on experience in a safe environment. Moreover, virtual simulation ensures compliance with BVNPT's strict theory and clinical hour requirements by offering an alternative to traditional clinical activities, particularly during holidays or unexpected cancellations. Current VN NCLEX pass rate: 2021 78%, 2022 78%, 2023 50% A nursing program can be placed on warning with 2 consecutive <75% pass rate, a hold follows after, up to including a discontinuation of the program by the BVNPT.	
387	Instructional	Nursing	Faculty R/T	Professional Expert	VN lab asst. instructor, Elsevier e360 bundle, & Mentorship Orientation Program. The requested items for this semester aligns with broader goals of promoting equity, diversity, & inclusion in education, preparing students for high-demand fields, maximizing student success, & strengthening educational partnerships. It's an investment that benefits students but also contributes to the overall improvement of the nursing workforce and healthcare system.	Fund 11	16,500	-	3/11/2024	3/11/2026	Maryanne Hicks		

Los Medanos College Resource Requests
FY2024-2025

Updated 9/1/24

BRDF	Unit	Department	Faculty / Staff / Operating / PD	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
388	Instructional	Nursing	Operating / PD	Other	e360 bundle from Elsevier: Ebooks, Sherpath, adaptive quizzes, NGN unfolding case studies, Shadow Health (virtual clinical simulation), Simulation Learning System, skills videos and checklists, HESI fundamental exit exams, HESI specialty exams, HESI Compass, HESI exit exam, 3-day live NCLEX review. The requested items for this semester aligns with broader goals of promoting equity, diversity, & inclusion in education, preparing students for high-demand fields, maximizing student success, & strengthening educational partnerships. It's an investment that benefits students but also contributes to the overall improvement of the nursing workforce and healthcare system.	Per Semester >>>	32,000	-	3/11/2024	3/11/2026	Maryanne Hicks	Goal 1, 2, 3, and 4. The e360 bundle from Elsevier provides all students with the necessary learning resources that benefits various learning styles of all adult learners of any age, which promotes knowledge retention to higher order thinking to clinical judgment application needed for entry level competency and NGN NCLEX licensure success. The bundle is more cost-effective than a-la-carte, and supports students from beginning to graduation with live NCLEX review. The NCLEX pass rate improved from erratic 80s, dipped to 75%, and jumped to the high 90s 3 years in a row since 2021 since the use of Elsevier products and faculty training. Graduates are employed within 3-6 months after passing the NCLEX. Teaching & learning resources from the bundle allows academic integrity and will reflect true knowledge of students compared to test banks from textbooks that leaked throughout online. The complexity of NGN test item writing takes time to create as experienced by program director during her volunteer with NCSBN for NGN test item writing in 2 consecutive years. The e360 bundle resource is worth the investment for student success and competency in nursing practice in taking care of the people of our community, our loved ones, and ourselves. FT faculty who have received extensive training to navigate the complex academic landscape of nursing education would need to mentor new faculty who have been hired less than 2 years in LMC. The effectiveness and benefits of an evidenced-based paired mentorship orientation program and how these align with EMP goals 1, 2, 3 and 4 are explained in the attached.
389	Instructional	Nursing	PD	Other	Evidenced-Based Paired Mentorship Orientation for *New Faculty (faculty hired less than 2 years).		-	7,200	3/11/2024	3/11/2026	Maryanne Hicks	Our main welding lab has welding equipment that is over 20 years old and they are non-replaceable as no manufacturer makes welders to run on the electrical power supplied by our present configuration. As these obsolete welders fail, we will not be able to replace them and we will have to drop or reduce our headcount until new welders are purchased and electrical upgrades can be completed. These welders are used in our Weld-011, -016, -020, -021, -041, and -100 courses. New equipment is required so we can maintain our lab enrollments and continue training students how to Shielded Metal-Arc weld. The loss of any more of our machines would damage student learning, program completion, and graduate success in the welding field. The newer equipment will not only replace our older models but enhance the student learning of the process. Newer machines have more capability as well as easier-to-use interface. The newer equipment has arc force adjustments on the front panel to enhance the welding arc for different applications. Learning how to use these functions will improve student understanding of this process, how it is applied in industry as well as modernize our program.
390	Instructional	Welding Technology	Operating	Equipment	Purchase of new welding power supplies to replace our older equipment which has become obsolete, non-replaceable, and does not provide the learning capabilities of newer equipment.		-	190,000	3/11/2024	3/11/2026	Joe Meyer	Our main welding lab has welding equipment that is over 20 years old and they are non-replaceable as no manufacturer makes welders to run on the electrical power supplied by our present configuration. As these obsolete welders fail, we will not be able to replace them and we will have to drop or reduce our headcount until new welders are purchased and electrical upgrades can be completed. These welders are used in our Weld-011, -016, -020, -021, -041, and -100 courses. New equipment is required so we can maintain our lab enrollments and continue training students how to Shielded Metal-Arc weld. The loss of any more of our machines would damage student learning, program completion, and graduate success in the welding field. The newer equipment will not only replace our older models but enhance the student learning of the process. Newer machines have more capability as well as easier-to-use interface. The newer equipment has arc force adjustments on the front panel to enhance the welding arc for different applications. Learning how to use these functions will improve student understanding of this process, how it is applied in industry as well as modernize our program.
391	Instructional	Welding Technology	Operating	Supplies	Increase to Supply Budget operating fund so sheetmetal, gases, electrodes and other consumables can be purchased to maintain welding instruction.		6,500	-	3/11/2024	3/11/2026	Joe Meyer	After completing my last program review, it came to my attention that our sheetmetal supplier/manufacturer USS Steel-Posco is shutting down their plant here in Pittsburg. They have been supplying the Weld Dept. with sheetmetal for over four decades free-of-charge. With the loss of this vendor, we will have to procure this material so we can operate our Weld-007, Weld-015, Weld-016, Weld-031, and Weld-033 courses. This material is required to operate these lab courses and instruction cannot be done without it. Our program uses 2500lbs. of 16-gauge sheetmetal every year. This consumption far exceeds what donations from other suppliers can provide. Without a supply of this sheetmetal, catastrophic changes and cancellations may happen to these classes which would damage student learning, program completion, and graduates success in the welding field. In addition, the cost of our other consumables have continued to increase. Necessary gases and electrode consumables used to instruct students in our lab devour the majority of my budget which will face a deficit if not increased.
392	Instructional	VocTech/Automotive	Operating	Equipment/IT Hardware/Software/Supplies	Resources including Transmissions, engines, EV training safety equipment, Blast cabinet etc. are in need of a one time refurbishment. In these cases the training resources are in use but in need of reconditioning, 15 years of hard use have left many training resources in poor condition. Rebuild kits, gasket kits, and EV safety recertification will bring these training aids back to good working order. consumables including refrigerant, Machining oil, Valve seats and guides, wheel weights etc. are large on-time purchases that service the program 5 to 10 years at a time and do not fall into a yearly supplies budget.		-	32,500	3/11/2024	3/11/2026	Jason Dearnan	Additional sections and new courses have been added as noted in our program review. These new courses are in need of resource refurbishment and long term consumables to offer them at an increased rate. The new 2024 full time hire will increase the load on the lab and further increase the wear and tare on various resources listed here.
393	Instructional	VocTech/Automotive	Operating	Equipment/IT Hardware/Software	Los Medanos automotive runs the largest auto class sizes in the state making student safety a high priority. The replacement of our cameras not only provides security for the substantial voc-tech resources but also allows the staff to assist in observing our many labs where only one instructor is on duty at a time.		-	16,116	3/11/2024	3/11/2026	Jason Dearnan	Construction, Logist, Drone and Automotive have added substantial resources to the newly remodeled labs and expanded courses, most of which can not be stored in the secured tool room. The areas needing security camera coverage will allow the tool room staff to monitor the several million of dollars worth of equipment that is stored here. The addition of the ETEC lab has moved an additional half million dollars worth of equipment into one single space. In the past 4 years Subaru and Mopar have donated 7 vehicles valued at more than a quarter of a million dollars. They request that these vehicles be stored in an enclosed and monitored area. Additional or updated vehicles are pending donation, provided we meet their requests. The existing system is over 20 years old, it has successfully protected us against theft and liability but is now aging and no longer operating consistently, and in many cases the cameras and hard drive are failing.
394	Instructional	VocTech/Automotive	PD	Conference/Meeting	The SEMA foundation allows college students to participate in the annual SEMA EDUCATION week. This event provides students and faculty with over 70 free workshops, Mini training opportunities, Career development classes as well as full access to the full event. This event is closed to the public, Access is strictly limited to vendors, shop owners and special invitation. Students and faculty have the rare access to this career shaping experience for our students. In past years LMC has carried 12 to 14 students with great success with the majority of students finding long term careers in the industry. SEMA requires one Chaperone for every 4 or 5 students in attendance.		8,500	3/11/2024	3/11/2026	Jason Dearnan	The SEMA foundation allows college students to participate in the annual SEMA EDUCATION week. This event provides students and faculty with over 70 free workshops, Mini training opportunities, Career development classes as well as full access to the SEMA and APPEX event. This event is closed to the public, Access is strictly limited to vendors, shop owners and special invitation. Students and faculty have the rare access to this career shaping experience for our students. In past years LMC has carried 12 to 14 students with great success with the majority of students finding long term careers in the industry. SEMA requires one Chaperone for every 5 students in attendance. This yearly attendance is included in our faculty industry update training goals, and fulfills a part of our training requirements for the LMC automotive NATEF accreditation.	
395	Instructional	VocTech/Automotive	Tools Upgrade, Replace, March Demand	Equipment	Our current inventory of automotive tools is in need of updating and expansion to ensure that our students have access to the latest technology and equipment required for modern vehicle diagnostics, maintenance, and repair. The continual advancements in automotive technology demand that we equip our students with the necessary tools to navigate complex electronic systems, hybrid vehicles, electric vehicles and emerging technologies effectively. After meeting with our industry partners in our last program advisory meeting, there were some suggestions made to improve our courses. The use of scan tools is a must and our full function scan tool is now over 12 years old. In order to properly and efficiently diagnose vehicles, the program needs a current generation scan tool. On new vehicles, Automated Systems must be calibrated and reset, which is only possible with a full function scan tool. Many vehicles now require a scan tool reset procedure for brakes, suspension, Automated Driver Assist Systems and emissions. It is also much safer to test hybrid vehicles with a full function scan tool. By expanding our course sections we have also experienced tool and supply shortages.		-	31,500	3/11/2024	3/11/2026	Phil Torres	A vast amount of the tools that are used everyday in each of the lab courses need to be replaced or upgraded as they are either outdated, becoming unusable or are not safe anymore. In addition, we have added extra sections of some courses and do not have enough tools to meet the student demand. A good portion of our inventory of tools is still 20 years old or more. As our student numbers return to pre-COVID numbers, we are unable to accommodate student tool use needs. We have added a second section of a few courses and don't have the inventory to support both. In addition, we have acquired large equipment that continually needs expendables and tooling to function properly. A list of the items required is as follows: 1. Diagnostic Equipment: • Current Generation Full Function Scan Tool - \$12000.00 2. Hand Tools: • Micrometer Sets 0-6" - \$4600.00 • Sunnen Setting Fixture - \$3800.00 • Small Hole Gage Sets - \$9000.00 • Starrett Precision Level - \$1400.00 • Sunnen Dial Bore Gage - \$1700.00 • Precision Straight Edges - \$600.00 • Piston Ring Compressors - \$400.00 • Piston Removal Tool - \$300.00 • Pico Coil On Plug Signal Probe - \$300.00 • Sunnen Gage Calibration Set - \$2500.00 3. Expendables:
396	Instructional	Library	Faculty	Faculty R/T	Academic Year Adjunct Librarian. This request is to increase the staffing for the library by 15 hours/week/semester.	Fund 11	43,200	-	3/12/2024	3/12/2026	Akliah Moore	This covers the ongoing cost of the wage increases over the last few years and includes the new cost of operating the Brentwood Center library during the six week summer session.
398	Instructional	Distance Education	PD	Online Learning	DE Accessibility Mentors. DAS for faculty and/or hours for classified professionals to host accessibility hours during FA24 and SP25 semester		-	5,000	3/11/2024	3/11/2026	April Nogarr	Accessibility is a critical component of content presented to students in any online manner. Currently, classified professionals and teachers have an opportunity to take a professional development course to learn the foundations of accessibility in the online environment. This request is to provide an opportunity for those who have gone through the training to offer mentor hours to support colleagues in developing their online content. Only those who have gone through the training and earned the badge will have the opportunity to offer mentor hours. 64 hours to be spread over the semester - roughly 4 hours per week. Total = \$5,000.00.
399	Instructional	Distance Education	PD	Online Learning	DE Peer Online Mentoring Program. LMC's Peer Online Mentoring Program provides instructors with training to design quality online courses that are on the CVC exchange. The target goals of the program include: helping LMC faculty develop effective, equitable, and accessible online courses increasing retention and success rates, closing equity gaps among LMC's online students, and building a community of practice around high-quality online teaching at LMC.		-	67,000	3/11/2024	3/11/2026	April Nogarr	As a member of the CVC-OEI Consortium (California Virtual Campus-Online Education Initiative), Los Medanos College was required to develop a local Peer Online Course Review (POCR) program to help faculty align their online courses to the CVC-OEI Course Design Rubric. The districtwide quality course redesign process moved to a local process starting Spring 2023. LMC's Peer Online Mentoring Program (POMP) supports the goals and outcomes of its local POCR program. Participants in POMP align a course to the CVC-OEI Rubric. The courses are part of one of the transfer patterns: ADT, GE CSU or IGEC or CTE program. LMC POMP is an in-depth professional development opportunity that supports faculty in self-reflective process that transitions already existing courses to Pronto is a fully-integrated, FERPA compliant online communication solution that creates unique messaging groups for students within Canvas. Students are automatically connected in the Canvas environment with their peers and/or professors via chat, video chat, and announcements. The program is currently used in both Instruction and Student Services to make meaningful connections with students. This services supports Title V requirements of regular and substantive interaction in the online classroom and it also creates unique engagement opportunities among students that provide an opportunity to create online spaces to interact and learn about class and/or larger LMC information.
400	Instructional	Distance Education	Operating	Service/Contract	Pronto Contract		14,000	-	3/11/2024	3/11/2026	April Nogarr	Pronto is a fully-integrated, FERPA compliant online communication solution that creates unique messaging groups for students within Canvas. Students are automatically connected in the Canvas environment with their peers and/or professors via chat, video chat, and announcements. The program is currently used in both Instruction and Student Services to make meaningful connections with students. This services supports Title V requirements of regular and substantive interaction in the online classroom and it also creates unique engagement opportunities among students that provide an opportunity to create online spaces to interact and learn about class and/or larger LMC information.

Los Medanos College Resource Requests

FY2024-2025

Updated 9/1/24

BRDF	Unit	Department	Faculty / Staff / Operating / PD	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
402	Instructional	Math Tutoring Center	Operating / PD	Supplies	In-the-Moment Student Basic Needs. Math Tutoring Center in Pittsburg has become a haven for many financially struggling students, likely due to being the motivating partner for LMC Marketplace campus satellite outreach. All-day students who cannot afford cafeteria fare frequent our center hoping for basic needs sustenance, and recent student need far outstrips LMC Marketplace provides. We seek one year of in-the-moment basic needs resources for our students.		-	4,520	2/29/2024	2/28/2026	Myles Crain	Basic needs sustenance 1yr supply for financially struggling learners who spend multiple-meal stretches of their day time on campus. An increasing population of students—financially struggling learners who spend multiple-meal stretches of their daily lives exclusively on campus—are more frequently seeking in-the-moment basic needs sustenance from Pittsburg's Math Tutoring Center. These students' needs are 2-3 times daily due to the extended periods (6-12 hours daily) each of these students spends going to classes and studying on campus. Moreover, their need is in-the-moment, by "in-the-moment" we mean basic needs sustenance consumed immediately at the time of acquisition (as opposed to foodstuffs requiring a home kitchen to prepare, a la LMC Marketplace standards). We have already been equipped by various community donations with multiple heating equipment (microwave, coffee machine, toaster oven, crockpot, etc.). However, these students' growing need already far outstrips that which is provided by a weekly half grocery bag donated by LMC Marketplace, and a 1-2 times per semester donation from the Math Department and Center for Academic Support's Brain Food Program. These include canned soups, fresh fruit and vegetables, and tea/coffee. Note that these students' needs go beyond unwrapped-and-eat pocket snacks such as granola or snack bars. In particular, hot (e.g., microwaveable) food is crucially distinct in that it is more lasting and fulfilling than such pocket snacks. As one student commented recently, "even canned soup heated in a microwave feels like an actual meal compared to a granola bar." As such, we seek resources to provide financially struggling students who cannot afford cafeteria fare with one year of basic needs in-the-moment sustenance that they can neither afford nor access anywhere else on our campus, in order that these students can continue their extensive daily academic efforts to achieve a higher standard of living for themselves and their families. To maximize the utility of these resources, we hope to continue to work innovatively with LMC Marketplace.
403	Instructional	Math Tutoring Center	PD	Supplies	Math Help Visibility. LMC Math Peer Tutors, while working to support math learner success and confidence, have difficulty being distinguished as tutors separate from visitors/tutees (all being LMC students themselves). A utility-based apron-uniform will increase the quality of math support interaction and consequently improve short/long term math student outcomes.		-	1,500	2/29/2024	2/28/2026	Myles Crain	All LMC Math Peer Tutors are themselves LMC students. When they "clock-in" to work as tutors, they still look like students. This makes it very difficult for LMC Math Peer Tutors to be distinguished from our visitors/tutees seeking help with math performance, success, and confidence. We hope to acquire branded Math Help work aprons (similar to other service industry) that will appreciably increase the visibility of LMC Math Peer Tutors on both the Brentwood campus and the Pittsburg campus. This "uniform" will also create a more welcome support environment, strengthen the math support community across both campuses, facilitate lower wait times for students seeking math help, and support more equitable access to and delivery of math tutoring, thus increasing the quality of math support interaction and improving math student outcomes overall. These supplies are not acquirable through other resources. Estimated expense includes branded work aprons, magnetic name tags, and clipboards.
404	Instructional	English	Operating	Conference / Meeting & Online Learning	"Teaching with AI" As stated in the EMP "Implications for Technology and Facilities" General Recommendations for Consideration: "include flexible instructional strategies that minimize or mitigate students' needs for technology off campus," the College prioritizes on-campus access to technology in the LMC Educational Master Plan. This becomes ever-urgent in a world influenced by AI. Students have access to technology outside of campus that enables them to cut corners and short-cut learning. Training in "Teaching with AI" equips instructors to adapt to a changing technology landscape and utilize technology in the classroom to facilitate learning rather than erase it. These days, students submit almost all of their writing in Canvas; without an essay draft on paper, we really need training in teaching with AI to create ways to facilitate learning by encouraging students to write in class sessions. Training in AI becomes ever more concerning as AI very likely will lead to a growing digital divide. Many of our students, for example, need to learn how to submit an essay in Canvas, but also how to view Turnitin scores, how to find the instructor comments, and how to find the instructor annotations on the essay itself. These lessons reflect a limited understanding of technology. On the other hand, students with more advanced understanding of technology can utilize AI to increase learning and/or eliminate learning. With proper professional development, instructors can curb the use of AI to cut corners and grow the use of AI to enhance learning and engagement. This proposal aligns with our Program Review in that this growing need for professional development stems from a revision of our transfer-level English course. As documented in Program Review, our strategy for addressing our achievement gap was to revisit our transfer-level course. In Fall 2024, we implement English 100E, a 4-unit transferable course, aimed at providing additional writing instruction, instruction that is most effective when students are in the process of drafting. This aligns with philosophies and pedagogies for teaching with AI that encourage "process over product." By focusing on process in English 100E, instructors will be prepared to challenge students to engage in meaningful learning while harnessing the power of AI to grow their critical thinking. Without proper training, though, many instructors are largely ignoring the influence of AI.		-	24,607	3/11/2024	3/11/2026	Caitlin Mitchell	As we continue to witness the rapid advancements in technology, integrating artificial intelligence into our educational practices becomes increasingly important. This course aims to provide you with valuable insights, tools, and strategies to leverage AI effectively in your teaching. Course Details: Title: Teaching with Artificial Intelligence College/Platform: Auburn University (Canvas) Format: Online, self-paced course Time commitment: Course is 10-15 hours with monthly meetings with LMC colleagues to discuss Course Goals: Explore AI and its implications for teaching and learning in higher education—especially those relating to academic integrity Critically reflect on your own theory of change as it relates to student learning and the implications of generative AI on your beliefs about course design Evaluate examples (good and bad) of courses and course elements redesigned for AI Experiment with AI tools, redesign assignments, and get feedback Access a (growing and evolving) repository of research on teaching with AI Exchange ideas on topics related to AI in the college classroom and higher ed write large with others in the course Engage your own department colleagues in the conversation to ensure students in your program have a consistent, comparable learning experience no matter who is leading the class Course fee: \$89 per student (30 students reduced tuition rate kicks in at this number) = \$2,670 OAS: 1.5 hour meeting x 5 meetings (30 students, \$65 OAS) = \$21,937.50 Total: \$24,607
406	Instructional	Biology (Brentwood)	Staff	Student Hourly	Funds to meet increased number of Biology courses at Brentwood Campus. This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand,expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. This request is for funds for purchasing general supplies and hiring more student workers till I get more support staff.		7,200	-	3/4/2024	3/4/2026	Sandhya Bhatnagar	This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand,expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. This request is for funds for hiring more student workers till I get more support staff.
407	Instructional	Biology (Brentwood)	Operating	Equipment/ Service Contract/ Supplies	General supplies for the 14 labs/week for 8 offered Biology courses at Brentwood		25,740	-	3/4/2024	3/4/2026	Sandhya Bhatnagar	This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand,expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. This request is for funds for purchasing general supplies.
408	Instructional	Biology (Brentwood)	Staff	Classified Hourly	Biology Laboratory Technician. This is to request for a technician for Biology laboratory at Brentwood for the evening classes. The technician will support the classes in the evenings and provide help in other housekeeping tasks in the Biology preparation room. This will support the instruction as well as let us continue our evening courses at Brentwood Center.		-	32,000	3/4/2024	3/4/2026	Sandhya Bhatnagar	This is to request for a technician for Biology laboratory at Brentwood for the evening classes. The technician will support the classes in the evenings and provide help in other housekeeping tasks in the Biology preparation room. This will support the instruction as well as let us continue our evening courses at Brentwood Center. This request is for funds for hiring support staff.
409	Instructional	Biology (Brentwood)	Staff	Classified	Biology Laboratory Technician. This is to request for a technician for Biology laboratory at Brentwood for the evening classes. The technician will support the classes in the evenings and provide help in other housekeeping tasks in the Biology preparation room. This will support the instruction as well as let us continue our evening courses at Brentwood Center.		62,268	-	2/15/2024	2/15/2026	Sandhya Bhatnagar	This is to request for a technician for Biology laboratory at Brentwood for the evening classes. The technician will support the classes in the evenings and provide help in other housekeeping tasks in the Biology preparation room. This will support the instruction as well as let us continue our evening courses at Brentwood Center. This request is for funds for hiring support staff.
410	Instructional	Chemistry	Operating	Equipment	Chemical Research and Recruitment. Provide chemicals and materials for research projects, high school demonstrations and boot camps. To provide chemicals and materials for Chem 26 and 29, to allow students to propose and complete chemical research projects, for the STEM Symposium and their coursework. Additionally, to recruit high school students to dual enrollment and enrollment at LMC, chemical demonstrations are provided through on-campus presentations.		-	1,790	3/6/2024	3/6/2026	Julie Hubbard	The Chemistry department would like to increase enrollment and research experiences for our students at the Brentwood and Pittsburg campuses. In order to do this, we have provided new instrumentation (IR and NMR) for Brentwood (EMP Goal 2 & 5), research opportunities and tours, we are currently providing research opportunities at both campuses and have introduced research into Chem 29, while expanding research into all sections of Chem 26 at both campuses (5 sections in SP 24). We hope to involve more of our Chemistry students with research opportunities. These research experiences increase and maximize equitable opportunities for students (EMP Goal 2). By understanding the research process, students can pursue high demand and high wage professions (EMP Goal 3) in STEM. Students will be better prepared when entering 4-year colleges and postgraduate work. Additionally, we support and encourage students with two Chem 25 bootcamps, four high school student tours, and eight semester-long Chemistry sections till past academic year. We have provided this support with no increase in the Chemistry budget. Providing chemical demonstrations for high school students will lead to an increase in dual enrollment and articulation to LMC enrollment (EMP Goal 4). Boot camp experiences empowers students to become more engaged with their instructor and their course at the beginning of the semester. With hopes of continued and expanded support for students, we need a sustainable and reliable source of funding. When students have agency in research activities, students can become more engaged in the scientific method through their research cohort. Empowering laboratory activity, enjoyable group dynamics and supportive faculty guidance will increase student retention and growth. Undergraduate research is a strong predictor of continued academic persistence, increased interest in and pursuit of graduate school (EMP Goal 1, 2 and 5).
Instructional Total							641,549	708,560				

**Los Medanos College Resource Requests
FY2024-2025**

Updated 9/1/24

BRDF	Unit	Department	Faculty / Staff / Operating / PD	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
320	Student Services	Outreach & Welcome Services	Operating	Classified	New Partial Funding Source for 2 Positions in order to sustain early college credit functions (i.e. HS Dual Enrollment, HS Articulation, Career Focus Fridays, etc.). 20% of the funding for the Senior Program Coordinator and Professional Expert positions must be shifted from Strong Workforce to another funding source.	SEA FUNDS	36,931	-	4/20/2023	4/20/2025	Nicole Almassey, Bill Bankhead	Historically, CTE grant funding (Strong Workforce Program-SWP) paid 100% of the salary of the Senior Program Coordinator (Kelly Green) and the Professional Expert (Colleen Grimm), whose work is focused on early college credit functions (such as HS Dual Enrollment, HS Articulation, Career Focus Fridays, etc.). However, these two positions do not work exclusively with CTE-related programs and students. Strong Workforce Program allowability language permits proportional funding and therefore must be reduced to 80% to better reflect the proportion of early college credit activities that are aligned to CTE programs. As such, this has resulted in a funding gap of 20% for each position annually beginning in 2022-2023. The cost breakdown is as follows: Senior Program Coordinator Total Salary & Benefits: \$142,387 Strong Workforce Program Funding (80%): \$113,909 SEA Fund Request (20%): \$28,478 Professional Expert Total Salary & Benefits: \$42,263 Strong Workforce Program Funding (80%): \$33,810 SEA Fund Request (20%): \$8,453 Early college credit and associated high school outreach activities are supportive of the goals of the Student Equity & Achievement program in increasing access and enrollment to the college. Therefore, SEA funding has been identified as an appropriate potential funding source to meet the budget gap for these positions. Moreover, in 2022 Los Medanos College committed \$150,000 of SEA funds as a match to the successful \$300,000 Perkins Reserve Innovation Grant that will "partially fund Guided Pathways program staffing, with a specific focus on staff supporting CTE programs... [and] focus on closing the equity gap experienced by Hispanic and African-American students... [and] increasing outreach, enrollment, and retention." The grant expires in June 2024 and LMC has not yet begun expending the SEA matching funds; approving this RAP proposal would meet over \$73,000 of that obligation.
321	Student Services	EOPS/CARE/NextUp/BOEP	Operating	Facility Improvement	Relocate EOPS/Care/Next Up/BOEP EOPS is requesting a relocation of the department to a more open and student facing environment, one that would promote a sense and belonging. With the addition of the NextUp program, EOPS has outgrown our current space (S5-412). Creating space for disproportionately impacted populations would contribute to college effort to boost retention rates. This is in alignment with the EOPS 2020-2025 program review plan which outlined a plan to reinstitutionalize the following services to increase retention and success rates, study hall events, offer tutoring, and increase retention of all four programs.	NextUp	-	100,000	9/20/2023	9/20/2025	Carissa Craig-Huddleston	The current location for EOPS is in a suite originally designed to support three programs, 11 currently support six including EOPS, CARE, NextUp, BOEP, CalWORKS, and Retention. To better support our students, and align with our program retention goals of increasing retention rates for students within the EOPS programs we request to relocate to a larger, more open center that is similar to the Academic Support Center. With this location, EOPS could create a multi-functional space that includes: 1. Open tables and computers to reinforce study habits and offer EOPS specific tutoring 2. Office for manager, private space for coordinators to meet with students while discussing conf/dental matters space for student mentors to meet with mentees, and space for meetings and/or counseling hours. 3. A refrigerator and mini food pantry to address food insecurity needs. 4. A private entrance to offer evening hours to better meet the needs of our students and create more movement on site after hours 5. Lockers for temporary storage after hours and in a safe location.
323	Student Services	EOPS/CARE/NextUp/BOEP	Staff	Classified	Program Coordinator for NextUp New Program NextUp created by the Chancellor's Office and includes categorical funding to serve current and former foster youth students at LMC. Similar programs that support educational disadvantaged students, such as EOPS and CARE, fund a full-time program coordinator to support on-boarding, enrollment, retention, and program completion for NextUp eligible students. See attached NextUp staffing proposal.	90% 12-25-301065-649027-52120 10% 12-25-301065-643000-52120	92,389	-	9/22/2023	9/22/2025	Carissa Craig-Huddleston	As part of a State-wide effort to promote the progress and success of foster youth, the State Chancellor's Office allocated \$577,980 of categorical funding to LMC for fiscal year 2022-23, with the promise of continued funding based on the number of foster youth the college serves and a guarantee of 75% of annual the past year's funding. The LMC 2022-25 Student Equity Plan identifies foster youth as one of the college's most disproportionately impacted students (p4) and also defines this group as the focus of "ongoing engagement" (p43). Prior to the pandemic, the college supported foster youth students through Bravo Scholars and in 2020 served 60 students. That number increased to 127 in Spring 2021. Staffing is needed to support this population of students from application through program completion. The NextUp program will employ a high-touch, holistic approach to promote foster youth. This fall 2023 semester, LMC NextUp has received 44 NextUp applications, 25 students have completed orientation, and have signed a Mutual Responsibility Contract. The work involved to coordinate the delivery of services for NextUp with internal college departments, and external community partners, promote pathway engagement, supporting retention, marketing, recruiting, activity planning, and delivering direct services, necessitates a full-time, 40 hours per week position. Guidance from the Chancellor's office states that NextUp funding should cover staffing positions that support NextUp implementation its continued success. See attached NextUp implementation guide.
384	Student Services	EOPS/CARE/NextUp/BOEP	Staff	Classified	EOPS currently serves over 570 students a semester, with one program assistant and three partial program coordinators, who support EOPS students in addition to BOEP, CARE, and NextUp students. As we expand our Student Mentor program, which aligns with our annual program review goals to increase retention and enrollment of students within our programs, we require an additional program assistant to develop our mentors and complete clerical duties in support of our program and students. With the addition of the NextUp program for former foster youth, our application window never closes and the level of verification and form tracking is beyond the capabilities of one program assistant.	50% 12-25-301065-649027-52120 50% 12-25-301065-643000-52120	76,172	-	3/18/2024	3/18/2026	Carissa Craig-Huddleston	EOPS, CARE, NextUp, and BOEP offer support and guidance to our most vulnerable populations. EOPS serves students who are low income and often first generation college students. CARE is a program under EOPS that supports single parent students who receive cash aid. NextUp is a new program under EOPS that supports current and former foster youth students, and BOEP supports Black and African American males on campus through mentorship and connection. With four programs under one roof, we need the staff to support the retention and onboarding of these populations. The role of the program assistant is to support all of our clerical functions, such as serving as the first point of contact for students, processing applications, tracking verification with state and county agencies, providing oversight of the SAMS grid for outlining counseling appointment scheduling and supervising and scheduling the student mentor program, sending out department-wide communication to students in all four communities. With an additional program assistant EOPS, CARE, and NextUp could offer support at the Brentwood Campus as needed as well as provide coverage for tabling and outreach events like Senior Saturday. This position would provide training and lead the 13 student mentors in weekly discussions as well as create ongoing training programs for them. In addition, EOPS, CARE, and NextUp currently distribute roughly \$1,500 transportation and food vouchers. To relieve the burden on the cashier's office and in aligned with DVC and CCC EOPS departments, the EOPS office could purchase a safe and with a permanent dedicated staff could distribute, manage, and safely track the vouchers internally. Keeping in mind the strict budgetary restrictions our college is facing in the next few years, and in alignment with the new funding model, programs like ours support the college in overall FTE and program completion. The 2023-24 compendium states an EOPS allocation of \$1,408,534 with a guarantee of 90% of our funds based on students served, and overall EOPS enrollment is up by 25% from fall 2023. In addition, the State Chancellor's Office allocated \$577,980 of categorical funding to LMC for fiscal year 2022-23, with the promise of continued funding based on the number of foster youth the college serves and a guarantee of 75% of annual the past year's budget. Additionally, EOPS is looking to support formerly incarcerated students by applying for the Rising Scholars grant listed in the 2023-24 compendium. LMC currently does not have a program to support formerly incarcerated students on campus and this population needs the same level of support our other programs provide. While EOPS offers grants and pays for textbooks, the support students needs most comes from the personal connections and inclusion our programs can provide. Formerly incarcerated students need to feel accepted and supported. They need an advocate and a structured support team dedicated to their success.
Student Services Total							205,492	100,000				
Grand Total							1,175,867	808,560				

Budget Request Grand Total 1,984,427