

**Los Medanos College Resource Requests  
FY2021-22 Fall**

BRF#	Source	Unit	Department	Faculty / Staff / Operating / PD	Box 2A (Y/N)	Resource Type	Description	Base Amount	One Time Amount	Unknown Amount	Date Received	Expiration Date	Requestor	Justification
6	Program Review	Administrative	Office of Instruction	Operating	N	Equipment & Supplies	An ongoing budget is needed to provide resources to the Instruction and Technology Development Coordinator to support professional development, training, and product evaluation for both classroom instruction equipment and use of the Canvas Learning Management System	10,000.00	-		4/18/2020	4/18/2022	Nancy Ybarra	As we move to enhance the use of our Canvas LMS, a great deal of on-going training is needed. The trainings for this area is largely held at professional development conferences, such as the Online Teaching Conference and the Canvas vendor provided conference. Additionally, on-going funds are needed to support the exploration of optional tools, such as proctoring software, tutoring software, audio/video development software, etc. for use within the Canvas environment. A similar on-going budget is needed to evaluate and promote various software and hardware that can be used in the new smart room standard. The unit lacks the ability to evaluate the effectiveness of the various platforms (IOS, Android, PC, MAC) and hardware (iPad, tablet, chromebook) without the ability to test these on an ongoing basis. The last allocation for this unit was one-time, in the amount of \$3,500. We alone spent \$2,500 testing distance education proctoring software to support the expansion of fully online classes in Math.
7	Program Review	Administrative	Office of Instruction	PD	N	Other	Professional development program for all new Full-Time Tenure-Track Faculty. <b>\$8,000 Nexus Facilitators \$2,000 Materials &amp; Supplies \$15,000 professional development stipends for 17-18 nexus cohort.</b>	25,000.00	-		4/18/2020	4/18/2022	Nancy Ybarra	LMC has reinstated the Nexus Program for new full-time faculty hires. In 2014-2015, we instituted the latest version of the Nexus Program. The Nexus experience for first year full-time faculty hires includes a Fall semester welcome social sponsored by the President's Office and 56 hours of facilitated curriculum that takes place during the Fall & Spring semesters of the first year of employment. Funding for the Nexus program is required to meet the additional 30 hours of additional FLEX hours required by first year full-time faculty. All new first year full-time faculty that complete the Nexus program are then provided with a \$1,000 professional development stipend to use to attend a professional development conference of their choosing during their second year of employment.
91	Budget Request	Administrative	Custodial	Faculty/Staff	N	Classified	I am requesting the addition of one Lead Custodian, one Custodian II, and one Building Maintenance Worker position to clean and maintain the Kinesiology Athletic Center (30,450 square feet) and Student Union (36,600 square feet).	256,753.80	-		10/1/2021	10/1/2023	Frank Ichigaya	With the addition of 30,450 square feet for the Kinesiology Athletic Center and 36,600 square feet for the Student Union, I am requesting that funding be provided to staff the above positions. These positions would provide the staffing needed to keep the new buildings clean, sanitary, and in working order. Current staffing levels would not be able to meet minimum expectations.  Business Office Note: **Request has been approved for the amount: \$237,590 Funding is still pending **10/01/21 Renewal & increase estimated amount by 8% The department should replace one vehicle per year so that we don't have a big hit when All have come to the end of useful life
150	Program Review	Administrative	Buildings and Grounds/ Custodial	Operating	N	Equipment	B & G service vehicles	-	20,000.00		3/23/2020	3/23/2022	Carlos Montoya	Due to the recent staffing changes in the Business Services Office, the ongoing complexity of human resources procedures, and the increase numbers of employees at the institution there is a need for an additional staff member to complete the local HR functions such as the effective hiring/onboarding of all new employees to support the ongoing success of the college.
151	Program Review	Administrative	Business Services	Faculty/Staff	N	Classified	College Human Resource Assistant	86,328.00	-		3/23/2020	3/23/2022	Carlos Montoya	We lead an ongoing small staff of student workers and professional experts to assist in the production and execution of marketing needs.
153	Program Review	Administrative	Marketing	Faculty/Staff	N	Student	Student Worker/Professional Expert	-	-	Unknown Amount	3/23/2020	3/23/2022	Bob Kratochvil	1. This is the annual conference/training by OmiUpdate (OU)- this is a focused five-day event where the experts from OU train administrators (ie: Eloine) on how to manage it, how to use existing and new tools, while also networking and hearing success stories from "veteran" administrators from other colleges. It provides Eloine not only with expert guidance, but also connections with other peers daily working with the same content management system (CMS).  2. Annual conference of National Council for Marketing and Public Relations – this is a community college-focused professional organization that John Schall will be attending this year. This is where we learn best practices, new trends and how to address them, share challenges and problem-solving methods. Definitely the best organization to affiliate with for all aspects of community college marketing. The national conference is much more worthy of attending (than the regional version), where world-class presenters and talent present and share.
155	Program Review	Administrative	Marketing	PD	N	Conference/Meeting	1. This is the annual conference/training by OmiUpdate (OU)- this is a focused five-day event where the experts from OU train administrators (ie: Eloine) on how to manage it, how to use existing and new tools, while also networking and hearing success stories from "veteran" administrators from other colleges. It provides Eloine not only with expert guidance, but also connections with other peers daily working with the same content management system (CMS).  2. Annual conference of National Council for Marketing and Public Relations – this is a community college-focused professional organization that John Schall will be attending this year. This is where we learn best practices, new trends and how to address them, share challenges and problem-solving methods. Definitely the best organization to affiliate with for all aspects of community college marketing. The national conference is much more worthy of attending (than the regional version), where world-class presenters and talent present and share.	5,000.00	-		3/23/2020	3/23/2022	Bob Kratochvil	1. This is the annual conference/training by OmiUpdate (OU)- this is a focused five-day event where the experts from OU train administrators (ie: Eloine) on how to manage it, how to use existing and new tools, while also networking and hearing success stories from "veteran" administrators from other colleges. It provides Eloine not only with expert guidance, but also connections with other peers daily working with the same content management system (CMS).  2. Annual conference of National Council for Marketing and Public Relations – this is a community college-focused professional organization that John Schall will be attending this year. This is where we learn best practices, new trends and how to address them, share challenges and problem-solving methods. Definitely the best organization to affiliate with for all aspects of community college marketing. The national conference is much more worthy of attending (than the regional version), where world-class presenters and talent present and share.
156	Program Review	Administrative	VPI/Equity	Operating	N	Other	NEXUS LMC has reinstated the Nexus Program for new full-time faculty hires. In 2014-2015, we instituted the latest version of the Nexus Program. The Nexus experience for first year full-time faculty hires includes a Fall semester welcome social sponsored by the President's Office and 32 hours of facilitated curriculum that takes place during the Fall & Spring semesters-of the first year of employment. Funding for the Nexus program is required to meet the additional 30 hours of additional FLEX hours required by first year full-time faculty. All new first year full-time faculty that complete the Nexus program are then provided with a \$1,000 professional development stipend to use to attend a professional development conference of their choosing during their second year of employment. We are expanding the Nexus program to include a 2nd year mentor program. The mentor program will provide a faculty mentor to all full-time faculty in their second year of employment. The hours required by the second year faculty mentor program will meet the additional 20 hours of additional flex that is also required.  The position responsible for facilitating the Nexus program has varied dramatically in the history of LMC. There have been full-time positions, hourly positions, and faculty reassigned time positions. We have found success recently with the creation of the Nexus Faculty Facilitator. We utilize an hourly rate on the Other Academic Services pay schedule and proportional match the hours to the amount of direct "instruction" and related preparation. This can be scaled to the number of anticipated participants. The Nexus Faculty Facilitator is responsible for the planning and facilitation of the 32 hour 1st year faculty curriculum (direct contact). This position is also responsible for the facilitation of the 20 hour 2nd year mentor program.	-	23,500.00		3/23/2020	3/23/2022	Sabrina Kwist/ Nancy Ybarra	
201	Budget Request	Administrative	MESA	Faculty/Staff	N	Classified	The current 50% administration assistant support for the MESA program has been grant funded and each year is extended as a temporary position. There is no anticipated loss in the funding for this position so we should make the position permanent. Funding Source: State MESA Grant	45,456.00	-		9/30/2020	9/30/2022	Ryan Pedersen	Currently MESA has a temporary part-time administrative assistant. We would like to request a permanent administrative assistant. MESA successfully transferred 67 students to 4 year universities in SP2020. LMC's Success Rate is 72% and Retention Rate is 87% for FA2019. MESA comparatively has a 81% Success Rate and a 94.4% Retention Rate for the same term which is wonderful for hard science majors. We use SARS to track our MESA center usage. In Fall of 2019 SARS logged 555 unduplicated visitors to the tutoring center with 7883 usage hours. While in person operation is open, MESA is open for 53 hours per week. This averages to more than 9 people per hour that MESA is open. This is an underestimate because there is no incentive for the students to sign in and most students walk right past the SARS sign in desk when a tutor is not at the desk. Our tutors are always actively tutoring hand have a hard time asking for students to constantly sign in. So even though these numbers seem high, they are actually a very low estimate of the center and tutor usage. MESA has grown vastly since SP2015! We not only serve MESA students, but the whole college for STEM tutoring. MESA currently serves 450+ 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 of the campus and 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, STEM tutoring at Pittsburg high (paid partnership). Per our state grant each of our student must maintain a permanent contract and paper file while in our community. Our AA is responsible for keeping our files and contracts up to date and our paperwork up to code per our MESA grant. Other duties include daily ongoing support including, liaison with business office, institutional information, updates and changes to handouts and materials, and special printing (letterhead/ small flyers). Weekly tasks include MESA application processing, interview scheduling, MESA application filing, cohort management, website updates, and expense claims processing. Monthly tasks include travel scheduling, budget and payroll, and room scheduling.
<b>Administrative Total</b>								<b>428,537.80</b>	<b>43,500.00</b>					

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110	Budget Request	Combined	Brentwood Center	Faculty/Staff + Operating	N	Classified, Service/contract + supplies	Proposed classified positions and operating expenses necessary to begin operations at the new Brentwood Center in July 2020. Grounds maintenance contract, science lab materials, custodial supplies, general operating expenses.	611,164.44	-		10/1/2021	10/1/2023	College vice Presidents	<p>Science Lab Technician – Chemistry (1.0) \$44,820 + 20,169</p> <p>Admin Assistant III or Program Assistant (1.0) 56,472 + 25,000</p> <p>DSPS Assistant (1.0) already funded by DSPS</p> <p>Library Position (1.0) 24,972 + 11,237</p> <p>Computer and Network Technician *</p> <p>Police Services Officer *</p> <p>Campus Facilities Assistant (0.5) 3,496 + 504</p> <p>Maintenance Mechanic (1.0) 67,176 + 30,229</p> <p>Custodian, Lead (1.0) 49,871 + 22,442</p> <p>Custodian II (1.0) 45,176 + 20,329</p> <p>Custodian II *</p> <p>*deferred</p> <p>Grounds contract with City of Brentwood \$84,000</p> <p>Instructional operating/lab supplies 25,000</p> <p>Custodial supplies 25,000</p> <p>General operating budget 10,000</p> <p>**Business Office Note- Request was provisionally approved for the amount: \$422,279 prior to COVID-19 and then held. 11/01/21 renewal &amp; increase estimated amount by 8%</p>
<b>Combined Total</b>								<b>611,164.44</b>	<b>-</b>					
40	Program Review	Instructional	Biology	Faculty/Staff	N	Classified	1.0 Full-time Classified Staff - Biology Lab Coordinator	70,684.00	-		4/21/2020	4/21/2022	Ryan Pederson	FT Classified Position At the current Brentwood Center, there is one shared lab tech that manages the single science lab. In the new Brentwood Center, there will be four science labs, and a great increase in the variety and complexity of preps. A dedicated biology - only FT lab coordinator is needed to full-time manage the biology labs at the new Brentwood Center. We intend to offer a variety of prep-intensive courses across the biology curriculum, including bio majors, non - majors, and pre-healthcare courses.
49	Program Review	Instructional	Chemistry	Operating	N	Facility Improvement	Replace Student Lab Lockers	-	200,000.00		4/21/2020	4/21/2022	Ryan Pederson	Unfortunately, the cabinets that house the student lab lockers are made of low quality particle board. These lockers contain beakers, test tubes, and other essential equipment, and they slide on rails. Sadly, the screws that attach these rails are falling out. Also, the locking mechanisms are falling because the particle board is deteriorating. Consequently, several lockers are unusable already, and the situation is getting worse daily. LMC Maintenance has tried to repair the lockers many times over the years, and they recommend to completely replace them. As of today, 44 of 360 lockers have been taken out of service due to malfunction. This is 12% of the total between two rooms and caused two courses to be assigned the same set of lockers in Spring 2018. 18 lockers are needed for a full (36 students working in pairs) course. One additional laboratory section could be added if the lockers are brought back into service.
66	Program Review	Instructional	Math Developmental Education	Operating	N	Equipment & Supplies	New furniture for MA2-202 and necessary new hard drives and monitors that fit in the new computer-flexible furniture	-	72,000.00		4/21/2020	4/21/2022	Ryan Pederson	Justification: We recently received funding to purchase and install all new furniture and computers for MA2-207 and MA2-208. Officially speaking, these rooms are directed toward STEM courses first. STEM transfer course offerings will continue to expand with the influence of AB705 shortening the time to complete any pre-requisite courses. We have MA2-203 as a solid Math combo and pre-stats room, but with no pre-requisite floor on the entrance to the combo sections, they will become all the more attractive. These courses require frequent use of computer technology. Also having MA2-202 as a full time Math classroom, Dev Ed students in sections spread throughout the main campus who frequently walk by the math building, will now be right at the top of the Math stairs, looking literally directly through the window into the Math Lab, both in the room and when stepping out of the classroom door.
92	Budget Request	Instructional	Art/Graphic Communications	Operating	N	Facility Improvement	These funds would replace the student chairs in the Graphics Lab located in the Art Department.	-	12,320.00		10/14/2019	10/14/2021	Curtis Corlew	The Graphics Lab is a heavily used classroom and lab for the Art Department, with a nearly full schedule. For over three years, the chairs in the Lab have been on their "last legs" and are in need of constant repair. In 2015, I replaced some of them with chairs that were by the campus dumpster, tossed out from another department (as they were in better shape than some of the chairs in the classroom). Many of the chairs have one or more of the following problems: pneumatic hydraulics broken, the bolts that hold the back of the chair on are stripped and cannot be tightened, the upholstery is stained and/or torn. We have tried everything else, and have been limping them along as best we can, but we are at the point where the lab needs the chairs replaced because of the bending of the metal brackets on the back, and stripping of the bolts that hold the back in place. But worst of all, the chairs are breaking as students sit in them-an occurrence that has happened three times already this semester. I fear that this is not only an embarrassment to the college, alarming for students, but also a liability to have the chair backs fall off as students sit down. At this point it is sheer negligence to keep the chairs the way they are. Thank you for your consideration.
94	Budget Request	Instructional	Athletics	Operating	N	Equipment	Requesting new Cushman Golf Cart and Cushman Flatbed for new Kinesiology/ Athletic Complex. We currently have a golf cart (over 15 years old) and a Taylor-Dunn Truck (Over 20 years old) that we use for the Kinesiology/Athletics Departments duties which are old and outdated. Golf Cart \$10,500 Flatbed \$11,660	-	22,160.00		9/29/2020	9/29/2022	Richard Villegas	We currently have a golf cart(over 15 years old) and a Taylor-Dunn truck(over 20 years old) that we use for Kinesiology/ Athletics duties which include the following: We currently have a golf cart(over 15 years old) and a Taylor-Dunn truck(over 20 years old) that we use for Kinesiology/ Athletics duties which include the following: • Home athletic contest set-up and breakdown. • Daily set-up and breakdown of PE activity classes. • Daily practice set-up and breakdown of equipment. • Daily delivery/pick-up of water (big Gatorade containers) for respective team practices (work-outs). • Delivery/pick-up of water (big Gatorade containers) for respective athletic home games. • Vehicles are used for dragging of softball infield. • Vehicles are used to pull equipment to clean/sweep the artificial turf on the Football/Soccer field. • Transportation for injured athletes (to and from training room). • Outside facility rentals usage use golf cart and truck. • Daily delivery/pick-up of equipment and packages to and from shipping receiving. • Greet away teams vans/buses for parking instructions.
97	Budget Request	Instructional	English Department	Faculty/Staff	N	Classified	The English Department has purchased two mobile units to relieve congestion in our computer lab: a cart with 40 laptops and a cart with 30 tablets. Aside from relieving lab congestion, the carts help students learn to use Canvas and other college technology. Currently, we do not have the ability to provide classes with mobile units in the evening. Having an evening hourly would greatly benefit both faculty and evening student populations by allowing use of the laptops and tablet conversions and open lab hours for the evening student that may not have access to computers and printers otherwise.	11,323.00	-		10/14/2019	10/14/2021	Alex Sterling, Sarah Toruno-Conley, Tennille McEwen	The English area houses computer labs (ESL and English) totaling 46 individual workstations. We have also purchased 40 laptops as well as 30 conversion tablets to enhance student learning and to reduce the congestion of the existing computer facilities. In the wake of AB 705, students no longer have English 70 and English 90 to adapt to the ways of college. Going directly into transfer-level English, students need to learn to be college students fast, including the ability to use Canvas, iSite, word processing programs, Remind, the college website, and other tools. The lab and mobile units allow students time during class to learn key skills for success. The English Department has only one classified staff member, and she is scheduled during the morning and afternoon hours. Classes that start at 3:20 or later do not have access to the laptops or tablets, and the lab is not enough to serve all of these classes. There is a very large number of students who need access to the technology. This semester in Pittsburg there are 20 sections of Eng 100/S, 14 sections of Eng 100, and 5 sections of Eng 95—all with priority access to the lab and carts. In addition to this, there are numerous sections of ESL who also use the larger English lab due to an increase in their class sizes. About 1500 students per semester need access to our equipment and facilities. 20 hours per week of assistance in the evening would greatly benefit English students, which in turn will increase completion and success rates for the college. Brief Summary of Classified Hourly Duties: Cover reception desk, answer in-bound calls, and provide evening support. Supervision of the space is critical in order to provide security and tracking usage in terms of tablets and laptop carts to faculty and ensure that materials are returned and properly secured for the next business day. Monitor newly enhanced student soft study area and surrounding area to ensure the safe and appropriate use of the space and its equipment by students. Report needed repairs related to furniture, equipment, and facilities issues when needed.

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114	Budget Request	Instructional	Biology	Faculty/Staff	N	Classified	When the LMC science building first opened Science Room 103 was used as a drop-in lab room for students in three of our high enrollment non-majors courses. Unfortunately, the courses with drop in labs had very poor retention rates and inferior lab activities compared to our scheduled lab courses, so nearly five years ago our department faculty decided to convert all of our drop-in lab courses to scheduled lab courses to improve course retention and pedagogy. This venue change was successful. Retention rates and student feedback improved dramatically for all biology courses that were moved out of room 103 and into dedicated and well equipped science labs down the hall. Not long after our department converted all drop in lab courses into scheduled lab courses we made a formal request to convert Science Room 103 into a fifth fully equipped biology lab that would allow us to offer more sections of some of our impacted (high demand) Biology courses. Although we spent a long time working with a professional architect to design the new Bio lab in room 103 this project was ultimately declared too expensive for the college to complete. Given that there is little prospect Science Room 103 will be converted into a regular science lab any time in the near future, the biology department faculty decided the next best use of room 103 would be to convert it into an all-purpose biology tutoring and project room that would be staffed every weekday by a classified hourly employee and supplied with equipment and resources vital to the tutoring function (including models, bones, microscopes and slides, texts, and a few internet connected computers). Once Science Room 103 is properly equipped and staffed then our biology tutors and biology instructors could at last hold tutoring/office hours in a room with the proper space and supplied to facilitate effective one-on-one and small group instruction. This room conversion address a need in the Biology department for more time and space for one-on-one or small group tutoring, particularly for students in our pre-nursing and non-majors courses who are not eligible to use the full resources of the MESA center upstairs. Of the 42 sections the biology department offered this semester, only 5 sections were STEM courses (our only STEM courses are Bio 20 and 21), whereas 20 of our sections were pre-nursing courses and 17 sections were non-majors/general education. In any given semester nearly half of the students enrolled in all LMC biology courses and pre-nursing students. Given these numbers we believe that establishing a biology tutoring and project center geared toward pre-nursing students would be a good and productive use of college funds. Essentially, we wish to create a second MESA-type center downstairs in the science building that can help biology students (including our pre-nursing students) who are not enrolled in STEM courses and therefore do not qualify for MESA. Some of this space could also be used for group study or advanced group project work in majors courses (or non-majors course special projects), as the regular bio labs do not have enough space or availability for these activities. Bio21 has offered a CURE (course-based undergraduate research experience) for the last 5 years, and the research experience is now written into our Course Outline of Record. With a growing number of students conducting research in our sections and increased interest in perusing research outside of a class but still within the walls of LMC, we have a need to expand our project space. We currently only have a project lab at Pittsburg that fits 5 students at a time and is no more than 50 square feet, and at Brentwood, we have no project lab. SCI-103 with flexible project space would accommodate potentially up to 200 students a	19,000.00	-		3/28/2021	3/28/2023	Mark Lewis	We will need a classified hourly employee to supervise this tutoring center for 28 hours per week during the fall and spring semesters. The tutoring center assistant will be expected to open, organize, supervise, clean and close the tutoring center, as well as provide some instructional assistance to students visiting the center. This would be a five day per week position with six hours per day Monday through Thursday and four hours per day on Friday. Given the valuable equipment and supplies that will be available in this room we will need a responsible person who can open the room, supervise students and equipment in the room when no instructors are present, and then clean, close and lock the room at the end of each day. This will be an ongoing need and therefore an ongoing additional budget request for our department.
122	Budget Request	Instructional	Voctech Toolroom	Operating	N	Equipment	Security Cameras to be installed in all 3 locations of the Vocational Technology area including Automotive, Appliance(Fab Tech) Lab., and Welding.	-	9,500.00		3/2/2020	3/2/2022	Clark Muir	Our existing cameras are outdated and do not cover most of our area. Presently we do not have any coverage for the welding Lab or the Appliance (Fab. Tech) areas. These cameras will help us monitor the valuable equipment we have and watch over our customer vehicles. We are opening a new Electric Vehicle program which will require more equipment and vehicles.
123	Budget Request	Instructional	Voctech/Automotive	Faculty/Staff	N	Budget	The yearly operating supplies budget has not been adjusted in 15 years. An increase 12 thousand dollars per year is needed to support the additional courses and technology now used.	12,000.00	-		3/2/2020	3/2/2022	Jason Dearman	While overall expenses have increased due to natural inflation new expenses have been incurred due to program growth and technology changes. The operating budget for the last 15 years has been static at \$7500 per year. A second section of auto 112 consumes \$400 to \$500 in gaskets, fuel and oils. The addition of an electric vehicle program will require external safety certification and replacement of regulated gloves and safety equipment (\$250 annually). All repair manuals are available only as online subscriptions, currently we are on the last year of a pre-paid subscription through a grant.
124	Budget Request	Instructional	Voctech/Automotive	Faculty/Staff	N	Classified	Part-time tool room staff position to assist in voctech program maintenance, clerical and inventory control.	-	-	Unknown Amount	3/2/2020	3/2/2022	Jason Dearman	Program growth has been significant with additional growth projected in the next year. During the past six years Welding has added a new full-time position and has grown the program with additional sections. In fall of 2020 welding will also be adding two additional sections (fab tech.) Automotive has added an additional full time faculty member and an additional part time member due to program growth. Within the past six years we have gone from an average 6 to 7 sections up to 10 to 11 sections per semester with no additional staff support. In fall of 2020 the tool room will be supporting the needs of a new construction program with an estimated 2 or 3 sections in the short term and expected additional growth in the near term. The voc-tech department is anticipating growth in the HVAC program in the near term. The day time tool room is staffed by only a singular person. An additional part-time Classified employee is needed to support the maintenance of new equipment (more equipment requiring routine maintenance has been added, newly added shop vehicles, new welding fab tech courses, clerical demands have dramatically increased with additional automotive courses and their attached vehicle repair orders).
126	Budget Request	Instructional	Chemistry	Faculty/Staff	N	Student	This request is for recurring yearly funds for equipment and supplies for the Chemistry Laboratory at the New Brentwood Center Yearly Budget \$16,000 Supplies and Equipment \$8,000 Student Workers \$8,000	8,000.00	-		3/26/2020	3/26/2022	Sandhya Bhatnagar	These funds will be used to pay the student workers in Chemistry stock room and also for Physics labs.
127	Budget Request	Instructional	Chemistry	Operating	N	Equipment & Supplies	This request is for recurring yearly funds for equipment and supplies for the Chemistry Laboratory at the New Brentwood Center Yearly Budget \$16,000 Supplies and Equipment \$8,000 Student Workers \$8,000	8,000.00	-		3/26/2020	3/26/2022	Sandhya Bhatnagar	This request is yearly budget for equipment and supplies for the new Chemistry lab to be started in the New Brentwood Center.  Currently the Pittsburg budget is ~\$20,000.
128	Budget Request	Instructional	Biology	Operating	N	Equipment, Supplies, Other	This request is for reinstating the approved funds for supplies for the Health Sciences (Anatomy/Physiology) lab and general Biology laboratory at the Brentwood Center. The budget remains listed as \$5,000.	4,075.00	-		2/25/2020	2/25/2022	Sandhya Bhatnagar	This request is for reinstating the approved funds (\$9075) for supplies for the Health Sciences (Anatomy/ Physiology) lab and general Biology (GLR 11-01-315010-041000-54100) at the Brentwood Center. The funds were approved by the cabinet in August 2018.
130	Budget Request	Instructional	Mathematics	Operating	N	Supplies	In 2015-2016 the math department operating budget was \$5052. The goal of this proposal is to partially restore math department supplies budget to \$419.90 from the current amount of \$2802. The math department has experienced an increase to its operating budget due to increased use of classroom activity packets (Math 110 and Math 110/110s Activity Packets), increased need for classroom teaching materials such as large poster paper and an increase to the cost of printer cartridges and paper.	1,389.90	-		2/24/2020	2/24/2022	Rick Estrada	27 sections (approximate number of Math 110 sections using activity modules per year) X \$17 (Cost of activity module) = \$459 Shinyapps.io starter application hosting for Math 110 and Math 110/110s curriculum \$100/year 4 Post-it Easel Pad 4-pack X \$79 each = \$316 10 packs of Washable Markers (box of 10) X 8.49 each = \$84.90 Batteries approximately \$150 per year Tutor Vest approximately \$250 Name Tags approximately \$30
131	Budget Request	Instructional	Fire Technology	Faculty/Staff	N	Classified	Coordinate Fall Firefighter 1 academy, Includes 1. Schedule, Logistics, purchasing and maintenance of LMC fire equipment 2. Make vendor arrangements as needed 3. Track expenses and obtain invoices 4. Recruitment of students 5. Implement State Fire Training Certifications 6. Process all forms, fees and processes to State Fire training 7. Recruit qualified personnel to deliver State Fire training Programs 8. Collaborate with Contra Costa County Training staff to ensure all equipment is used and labeled properly 9. Coordinate, schedule and assist with delivering State Fire Marshal's Company Officer Courses 10. Support and assist with the use of PGE Fire Blast Trailer. 11. Attend pertinent meetings such as Contra Costa County Fire Training Officers monthly meeting as well California Fire Technology Directors Association meetings 12. Coordinate Fire Academy Graduation exercise 13. Grade all weekly cadet quizzes and tests 14. Make critical decisions as to when and where to drop below average cadets 15. Other duties not specified that assist with the successful delivery of a Los Medanos College Fire Academy 16. It is recommended that this position also be involved with teaching some fire academy classes.	25,000.00	-	Unknown Amount	2/27/2020	2/27/2022	Mike Grillo	The current Fire Academy Coordinator Position is to expire on June 30, 2020. It is imperative that this position be retained in order to conduct our annual Fall Fire Academy. This Position is paramount in order to ensure recruitment, vendor contacts, orientations and scheduling of this Academy. The fall fire consistently allows for 35 advance fire technology and EMT students to obtain first-hand knowledge of firefighting, tools and equipment as well as firefighting Standard Operating Procedures and terminology

**Los Medanos College Expense Requests  
FY2021-22 Fall**

BRF#	Source	Unit	Department	Faculty / Staff / Operating / PD	Box 2A (Y/N)	Resource Type	Description	Base Amount	One Time Amount	Unknown Amount	Date Received	Expiration Date	Requestor	Justification
132	Budget Request	Instructional	Physical Sciences	Faculty/Staff	N	Classified	This request is to fund an Instructional Assistant for the hours of 4:30 pm to 9:30 pm to staff the chemistry stockroom. The days covered would be M-Th. This would be for 10 months during semesters. Costs would partially be offset by reducing the number of student stockroom workers from 2 to 1.	20,152.00	-		2/12/2020	2/12/2022	Paul West	The student demand for chemistry courses has increased from 24 sections in the 2010-2011 school year to the current schedule of 41 sections in the 2019-2020 school year. Laboratory classes are offered from 8:00 am until 9:45 pm. Approximately 10 of these sections are taught in the evening timeframe from 6:20 pm to 9:45 pm timeframe. The chemistry stockroom has managed to support of the evening courses by preparing materials in advance, and by staffing the stockroom with two stockroom student workers during the evening classes. The Science Laboratory Coordinator assigned to the Physical Sciences Department typically departs by 5:00 pm. This leaves the area without a dedicated Los Medanos College (LMC) employee to provide supervision. Supervision has been left up to the course faculty member, who is often in the laboratory classroom instead of the stockroom. This is not an ideal situation. Non-consumable equipment (digital thermometers, glassware, buret, pi pets, burners, etc.) is sometimes returned in less than a ready status. To provide better support and supervision for the evening classes, the Physical Sciences Department requests an Instructional Assistant for the following purposes: To supervise student workers during evening courses as well as other times when the Science Laboratory Coordinator is unavailable. - To assist the Science Laboratory Coordinator with the safe preparation of chemicals for the teaching labs. - Through coordination with the Science Laboratory Coordinator, to train student workers in laboratory safety and proper handling of chemicals and equipment. - To assist the Science Laboratory Coordinator with updating chemical inventory and planning for future lab experiments. - To assist the Science Laboratory Coordinator with student requests to make up missed labs due to illness and other excused absences. - To assist the Science Laboratory Coordinator with testing reagents and troubleshooting problems during the teaching labs so that students experience the best learning opportunities possible. The anticipated hours of this Instructional Aide would be from 4:30 pm through 9:30 pm, Monday through Thursdays. The start time allows for overlap of 30 minutes with the Science Laboratory Coordinator. This will allow continuity of service. The educational requirements for the Instructional Assistant include a minimum of an Associate's degree. This increases the educational level of personnel within the stockroom during this period of support and increases student engagement and likelihood of successful outcomes. It will enhance the institutional effectiveness. It will also enhance the stewardship of the chemistry resources. Ideally, the project timeline would be ongoing as FTEs is not expected to decrease in the future. If approved, the existing staffing level of two student workers in the evening shifts will be reduced to one student worker. This will provide an offset of approximately \$4992 from the funding of the student stockroom workers on an annual basis.
135	Budget Request	Instructional	Physical Sciences	Faculty/Staff	N	Student	Adequately Fund GL 11-01-305008-190W0-52440 for the support of student stockroom workers- for the current Fiscal year (019-2020). No funds are allocated as of 02/12/2020. Attachments: 1. Screenshot of limited budget 2. Fall 2019 estimated budget 3. Fall 2019 schedule of chemistry laboratory classes 4. Fall 2019 Schedule of stockroom student worker shifts 5. Spring 2020 estimated budget 6. Spring 2020 schedule of chemistry laboratory classes 7. Spring 2020 schedule of stockroom student worker shifts 8. Email C. Cadena to P. West regarding the recent multiplier for benefits for student worker salaries.	39,766.00	-		2/12/2020	2/12/2022	Paul West	Funds are requested to support the student stockroom workers that staff and support the chemistry courses. Existing staffing levels are for one student stockroom worker when a laboratory class is in session during the day. Staffing on evenings and weekends are for two student stockroom workers for safety reasons. Estimated costs for FY 2019/2020 are: Summer 2019 (4 weeks): \$ 2880 Fall 2019: 15957 Spring 2020: 18882 Summer 2020 (2 weeks): 1560 An increase of minimum wage was applied for Spring 2020 and for the first two weeks of Summer 2020 which are part of FY 2019-2020. These are based on full staffing and including 4 weeks of Summer 2019 that is in the current Fiscal year. Actual expenditures are reduced by using Federal Work Study (FWS) awards, if applicable; closing the stockroom when not needed; and students who did not work due to conflicts. Actual expenditures through 02/12/2020 are \$17091.58
139	Budget Request	Instructional	English as a Second Language	Faculty/Staff	Y	Faculty R/T-Box 2A	100% ESL Counselor (increase from the current split position which allocates a mere 60% time/load to ESL)  Eva Padilla already has been hired at a certain classification and step. We aren't asking this to be changed.  This multi-part request is being made in order to secure funding for the equitable support of the immigrant, refugee, and international ESL student populations who make up the LMC ESL Credit and Noncredit programs and, now that the Chancellor's Office has just finalized the ESL AB-705 legislation language and specific mandates, to fund specific curriculum and instruction efforts and activities to be undertaken by ESL faculty, the ESL counselor, and ESL student workers (i.e., ESL Peer Tutors and ESL Peer Advisory Leaders). Our ESL AB-705 efforts and activities and our work to address ESL student inequity with regard to access, opportunity, and achievement gaps and to advance equity for the historically under-served and under-supported ESL student populations go hand in hand as all means we plan to create and implement to achieve AB-705 compliance are rooted in our ESL departmental equity mindset and equity practices.  This multi-part request is being made in order to secure funding for the equitable support of the immigrant, refugee, and international ESL student populations who make up the LMC ESL Credit and Noncredit programs and, now that the Chancellor's Office has just finalized the ESL AB-705 legislation language and specific mandates, to fund specific curriculum and instruction efforts and activities to be undertaken by ESL faculty, the ESL counselor, and ESL student workers (i.e., ESL Peer Tutors and ESL Peer Advisory Leaders). Our ESL AB-705 efforts and activities and our work to address ESL student inequity with regard to access, opportunity, and achievement gaps and to advance equity for the historically under-served and under-supported ESL student populations go hand in hand as all means we plan to create and implement to achieve AB-705 compliance are rooted in our ESL departmental equity mindset and equity practices.	85,000.00	-		2/27/2020	2/27/2022	Paula A. Gunder	The ESL Department and the ESL students need a 100% designated ESL Counselor. The recently determined 60/40% ESL/General counseling position should be changed to 100% ESL. All of the foreign-born, multilingual, non-native English speaking students need to be provided sufficient and equitable service and support as the attempt to understand and access the college and our program, navigate the unfamiliar and complex higher education system and our specific institution, explore, plan for, and take advantage of career and major pathway options and opportunities, and engage in and transition through and out of ESL and into their chosen area/career of study. We now have noncredit students who enter the college with even less familiarity with the U.S. and the college-going experience and those English language skills and communication strategies, and as we will soon be offering even more noncredit courses, we will see more of these students who desperately need fair and equitable support which can, in large part and with a huge impact, be addressed via the role of a 100% designated ESL Counselor who can be assigned a load consisting of counseling, coordination (which our ESL urgently needs), and teaching – in similar vein to other learning community and program-specific counselors. The college determined very recently that Puente deserved a 100% counselor, Umoha has a 100% Coordinator and a counselor, and ESL should be viewed not merely equally with these targeted programs that support under-served populations but also equitably. The CDCP noncredit courses do and will generate allocation funding per FTEs beyond that generated by Credit FTEs: 20018-19 CDCP noncredit FTEs = \$5,457 vs. Credit FTEs = \$3,727. While I could not find any documents that lay out the reasoning as to why the state is allocating more funds for these CDCP noncredit courses, I do know that other colleges do not merely deposit all of the CDCP funding they receive into the "general fund" but that they actually look at this money as funding to support student groups who take the CDCP courses who need more and equitable support. There is also SEA Program money that could and should be used for this position as that money is to be utilized for AB-705 efforts, and this request can and will make a huge impact on supporting our ESL students in understanding the myriad of aspects about our college that they need to know in order to access, engage in, succeed and transition out of ESL and into general and career education coursework (including into English 1-A within the mandated three-year time period). Below is a description laying out the essential responsibilities and duties of a 100% ESL Counselor.  1. ESL students meet individually with the ESL counselor often multiple times each semester throughout their time in the ESL program, which for some students may be over the course of a three-year time period, for - semester and long-term educational planning, tracking, and updating - help with understanding and applying for financial aid - help with understanding and applying for EOPS - help with navigating inside and using LMC email
140	Budget Request	Instructional	English as a Second Language	Faculty/Staff	N	Classified	ESL Student/Program Services and Support Coordinator Classification: 56  This multi-part request is being made in order to secure funding for the equitable support of the immigrant, refugee, and international ESL student populations who make up the LMC ESL Credit and Noncredit programs and, now that the Chancellor's Office has just finalized the ESL AB-705 legislation language and specific mandates, to fund specific curriculum and instruction efforts and activities to be undertaken by ESL faculty, the ESL counselor, and ESL student workers (i.e., ESL Peer Tutors and ESL Peer Advisory Leaders). Our ESL AB-705 efforts and activities and our work to address ESL student inequity with regard to access, opportunity, and achievement gaps and to advance equity for the historically under-served and under-supported ESL student populations go hand in hand as all means we plan to create and implement to achieve AB-705 compliance are rooted in our ESL departmental equity mindset and equity practices.	81,022.00	-		2/27/2020	2/27/2022	Paula A. Gunder	The ESL Department and the ESL students need an individual who can support our foreign-born, multilingual student populations who face institutional socio-linguistic and socio-cultural barriers and challenges when it comes to accessing, entering, engaging in, and transitioning into and through the college. They need someone to coordinate the "guiding" of them on this "pathway" we have worked so hard to design for them. Everything here at the college and in terms of the U.S. higher education system is foreign to these students, who are not just "first-generation college students," but first-generation U.S. citizens. The college needs to provide more – i.e., EQUITABLE – support for these students and the instructional department serving and supporting them.  ESL Student/Program Services and Support Coordinator  Reporting to the Dean of Liberal Arts and working in partnership with the ESL department chair, the ESL Student/Program Services and Support Coordinator will provide on-going, dependable leadership, support, service, and accountability for ESL-student-and-program specific outcomes in the following areas:  1) college access and enrollment management - for example, but not limited to, on-line, in-person (front-line on campus and as invited and when engaged off campus), and material communication and marketing efforts; targeted recruitment and outreach; guided onboarding and intake measures – all based on research supporting the needs of "first generation" multilingual multicultural non-native English speaking college-going students; support and collaborate with transition specialists, counselors, and outreach to support targeted community partnering and research-based ESL-student-specific orientations, bridge offerings, assessment/placement, goal setting, career exploration, pathway identification, financial aid, and case management efforts; budget creation and monitoring  2) student engagement and retention coordination – for example, but not limited to, research on current students; in-reach, inclusion, and diversity appreciation endeavors; welcome day, open house, global lunch, international Thanksgiving, Bi/Multilingual Brain and other ESL-student-specific events development, planning, coordination, and evaluation; budget creation and monitoring 3) ESL student/(programs) campus liaison – for example, but not limited to, Assessment Center, Outreach, Admissions and Records, Financial Aid, Library (including acquisition, promotion, and continued development of language learning book collections, online databases and language learning sites, and ESL Libguide; organization of tours and presentations – includes budget creation and monitoring), Tutoring, Transfer and Career/Employment, EOPS, CalWorks, and DSPS 4) ESL Peer Advisory Leaders program coordination – for example, but not limited to, recruiting, student work scheduling, organizing, development,

**Los Medanos College Resource Requests  
FY2021-22 Fall**

BRF#	Source	Unit	Department	Faculty / Staff / Operating / PD	Box 2A (Y/N)	Resource Type	Description	Base Amount	One Time Amount	Unknown Amount	Date Received	Expiration Date	Requestor	Justification
141	Budget Request	Instructional	English as a Second Language	Faculty/Staff	N	Student	<p>ESL Peer Advisory Leaders (5 per/sem) and Embedded and Extended ESL Peer Tutors (5 per/sem) Student Intern/Tutor - \$11.00 – salary below is annually (two 16-week semesters) ESL Peer Advisory Leaders (5 per/sem) and Embedded and Extended ESL Peer Tutors (5 per/sem) Student Intern/Tutor - \$11.00 – salary below is annually (two 16-week semesters)</p> <p>This multi-part request is being made in order to secure funding for the equitable support of the immigrant, refugee, and international ESL student populations who make up the LMC ESL Credit and Noncredit programs and, now that the Chancellor's Office has just finalized the ESL AB-705 legislation language and specific mandates, to fund specific curriculum and instruction efforts and activities to be undertaken by ESL faculty, the ESL counselor, and ESL student workers (i.e., ESL Peer Tutors and ESL Peer Advisory Leaders). Our ESL AB-705 efforts and activities and our work to address ESL student inequity with regard to access, opportunity, and achievement gaps and to advance equity for the historically under-served and under-supported ESL student populations go hand in hand as all means we plan to create and implement to achieve AB-705 compliance are rooted in our ESL departmental equity mindset and equity practices.</p>	8,955.00	-		2/27/2020	2/27/2022	Paula A. Gunder	<p>The ESL Department and the ESL students need student ESL Peer Tutors and ESL Peer Advisory Leaders. Both of these student worker position had been supported via Basic Skills Initiative funding through a semester-by-semester proposal submission, review, and approval mechanism. The justification of the need for these two types of ESL student employment positions remains: ESL students need tutoring support for their classes and support to help them learn about and access campus resources, and one impactful means to offer this is through ESL peer tutors and advisory leaders. These positions also need someone to recruit, hire, train, supervise, coordinate, and manage their compensation. A classified professional assigned to ESL could also support coordination of outreach and in-reach, the ESL Lab, and an in-take space that could be housed in the new Student Services Building next along with the learning communities. Additionally, in mapping out initial plans for contextualized best practice methods and means for implementing measures here at LMC to comply with AB-705 regulations for ESL, advanced-ESL student tutors and multilingual advisory leaders play a key role in how we want to increase our in-take and on-boarding of ESL students, orient them to the college and our program, and help retain them throughout their time in ESL and as they transition out of our programs (noncredit and credit ESL). Student Equity monies are said to be earmarked specifically for AB-705 compliance efforts. Additionally, as mentioned above, the CDCP noncredit courses do and will generate allocation funding per FTES beyond those generated by Credit FTES: 20018-19 CDCP noncredit FTES = \$5,457 vs. Credit FTES = \$3,727. While I could not find any documents that lay out the reasoning as to why the state is allocating more funds for these CDCP noncredit courses, but I do know that other colleges do not merely deposit all of the funds into the "general fund" but actually look at this money as funding to support student groups who take the CDCP courses because they need more and equitable support.</p> <p>ESL Peer Advisory Leaders (PALs)</p> <p>This is a request to bring back, maintain, grow, and more solidly support the César Chávez Spirit Award Winning ESL Peer Advisory Leaders Program. For three semesters, the students working as ESL PALs averaged 16.5 hours/week of work. We averaged 4 PALs working for us each semester. We had set a goal of averaging 6 ESL Peer Advisory Leaders working 22-30 hours/week, with an average of 12-15 hours being direct student contact hours per week per semester (with some weeks – perhaps even pre-semester – that include special program, community, outreach, or in-reach events being factored in). However, as the community college system transitioned away from Basic Skills Initiative funding, Student Equity funding and moved into integrated program funding and the SEA Program funding, and as the coordination and supervision of the ESL PALs grew to be too great of a commitment for a single full-time faculty member to continue to try to manage, the PALs program was put on hiatus.</p> <p>If there was a commitment by the college to support this program, it would prove, as it did in the past, to be a valuable support system of multilingual and multicultural student workers helping and assisting prospective and new ESL students access, understand, and navigate the college. In the past, the ESL PALs researched, developed, practiced, and gave resource presentations to ESL students; they conducted support hours during which they are</p>
142	Budget Request	Instructional	English as a Second Language	Operating	N	Equipment & Supplies	<p>ESL Instructional Materials and Supplies</p> <p>This multi-part request is being made in order to secure funding for the equitable support of the immigrant, refugee, and international ESL student populations who make up the LMC ESL Credit and Noncredit programs and, now that the Chancellor's Office has just finalized the ESL AB-705 legislation language and specific mandates, to fund specific curriculum and instruction efforts and activities to be undertaken by ESL faculty, the ESL counselor, and ESL student workers (i.e., ESL Peer Tutors and ESL Peer Advisory Leaders). Our ESL AB-705 efforts and activities and our work to address ESL student inequity with regard to access, opportunity, and achievement gaps and to advance equity for the historically under-served and under-supported ESL student populations go hand in hand as all means we plan to create and implement to achieve AB-705 compliance are rooted in our ESL departmental equity mindset and equity practices.</p>	5,300.00	-		2/27/2020	2/27/2022	Paula A. Gunder	<p>The ESL faculty need instructional materials and supplies to equitably support our students' language learning needs in our classroom environments. BSI funds used to pay for these materials. Please see the list of materials and costs in the table inserted at the end of this document.</p>
143	Budget Request	Instructional	English as a Second Language	PD	N	Conference/Meeting	<p>In-house faculty curricular and instructional professional learning and program development 5,000.00</p> <p>This multi-part request is being made in order to secure funding for the equitable support of the immigrant, refugee, and international ESL student populations who make up the LMC ESL Credit and Noncredit programs and, now that the Chancellor's Office has just finalized the ESL AB-705 legislation language and specific mandates, to fund specific curriculum and instruction efforts and activities to be undertaken by ESL faculty, the ESL counselor, and ESL student workers (i.e., ESL Peer Tutors and ESL Peer Advisory Leaders). Our ESL AB-705 efforts and activities and our work to address ESL student inequity with regard to access, opportunity, and achievement gaps and to advance equity for the historically under-served and under-supported ESL student populations go hand in hand as all means we plan to create and implement to achieve AB-705 compliance are rooted in our ESL departmental equity mindset and equity practices.</p>	5,000.00	-		2/27/2020	2/27/2022	Paula A. Gunder	<p>The ESL department needs to collaboratively discuss, plan, and develop curricular and instructional measures in order to be in compliance with ESL AB-705 legislation. Discussions were initiated at our opening day department meeting outlining second language acquisition content-based-instruction based onboarding, orientation, navigation, exploration, and information and learning resources opportunities in the form of CDCP noncredit courses and certificates. All faculty present are interested and needed in continuing this discussion and moving into the development phase. Collective ESL faculty ownership of these efforts is vital and can be generated and gained via a working retreat and follow up work.</p> <p>Additionally, we are in dire need of providing professional learning to all new ESL adjuncts on the teaching of our intermediate and advanced stage Academic ESL courses which serve to support ESL students transition and success into non-ESL college coursework, including English 1A. This is especially true for new faculty who were not here to go through composition and reading course acceleration training – either via the LMC English department or through 3CSN – which 4 of us did go through and which has allowed us to integrate these instructional efforts into our teaching, especially into our teaching of the writing courses. Additionally, new adjuncts were not here to experience our ESL Professional Learning Community in which we learned, practice, implemented and reported back on our Habits of Mind, appreciative instruction, and intercultural equity practices efforts. We want and need to bring these training initiatives back. In our work to do what we can to ensure that our students move through the ESL programs and transition into English 100, 100/100S, or 101, we all ESL teachers to understand and be able to incorporate key teaching and learning strategies to promote our students' success.</p>
144	Budget Request	Instructional	Math Lab	Faculty/Staff	N	Student	<p>The past increases that have been approved through the RAP process have never been properly loaded and reflected in our budget in Colleague.</p>	40,457.00	-		3/27/2020	3/27/2022	Rick Estrada	<p>In the 2016 fiscal year, cost center 305009 contained the following: \$5,457 in Object 52440 and \$35,000 in Object 52640 (see attached screenshot). In the 2015-2016 the NDFG was awarded an ongoing increase of \$2,000 to the student assistant budget (see attached RAP memo). Over the course of the next years, the original budget amounts (\$5,457 and \$35,000) disappeared entirely from the budget leaving only the \$2,000 approved increase. We are requesting that the budgets be fixed to reflect what was approved for 2016 namely: \$7,457 in 52440 and \$35,000 in 52640. This now appears as a total budget increase of \$40,457, but this is just because this is the original student worker budget that disappeared.</p>
145	Budget Request	Instructional	Biology	Faculty/Staff	N	Student	<p>This request is for funds for recurring supplies/services for the Health Sciences (Anatomy/Physiology) lab and general Biology laboratory and paying the student workers at the Brentwood Center.</p> <p>Per fiscal year total \$31,744.00 Supplies + Services \$18,460.00 Student Worker Wages \$9,984.00 Other Expenses \$3,300.00</p> <p>Current Budget is \$9,075 as approved in 2018 This is a request for an increase of \$22,669</p>	9,984.00	-		3/26/2020	3/26/2022	Sandhya Bhatnagar	<p>This request is for supplies for the Health Sciences (Anatomy/Physiology) and general Biology laboratories at the Brentwood Center. The details for the requested amount are outlined in the attached worksheet. Total amount is \$21,940.00, this is to cover all the sections for all the courses for one fiscal year. The detailed worksheet showing cost/lab/course is attached for reference.</p> <p>It compares well with \$43,000/year for Pittsburg where more sections are offered.</p>
146	Budget Request	Instructional	Physics	Operating	N	Equipment & Supplies	<p>This request is for yearly budget for supplies and equipment for Physics Lab at the New Brentwood center.</p> <p>Yearly Budget: \$2,500</p>	2,500.00	-		3/26/2020	3/26/2022	Sandhya Bhatnagar	<p>These funds will be used to provide supplies and equipment for the physics lab. The equipment from the old lab will be moved and some needs replacement or replenishment.</p>
158	Program Review	Instructional	Anthropology	PD	N	Materials/Supplies	<p>I'm requesting various parts of the anatomy of non-human primates for my anthropology courses. Parts such as Chimpanzee femurs, pelvis, and skeletal will be helpful in my courses. In addition primate skulls with lesson plans is ideal for use in all of the anthropology classes that are offered at LMC. I'm requesting this funding because we must provide students with a visual comparison of hominid and hominoid development. Students will be able to incorporate them into their critical analysis on human evolution and development. They will demonstrate a better understanding of the biological and cultural complexities in the field of anthropology. In addition, the Brentwood center must have these materials available for the student population. Each of these skulls/skeletal parts help to motivate and engage students with the curriculum. Understanding consumption patterns, teeth analysis, height, weight, disease, shapes, cranial capacity, and human brain development as compared to other animals is vital to understanding our own human development in this modern and globalized world. This additional funding will help the anthropology and behavioral science department meet goals outlined in our program review. This can help the students meet the PSLO's and CSLO's listed. My courses are intended to give students a detailed introduction to the study of the skull in archaeology and all anthropology courses. It provides an anatomical background to the skull, as well as morphological variation, sexual dimorphism, changes with age and development, and cranial pathology. It deals specifically with the evolution of early primates and man. Bone Clones, Inc. is a website that has a variety of helpful material to incorporate into my curriculum.</p>	-	-	Unknown Amount	3/23/2020	3/23/2022	Natalie Hamnum <del>Natalie Hamnum</del>	<p>This additional funding can definitely help to attract more students to enroll in all the anthropology courses across campus. Students like to have visual aids to help them in their understanding of anthropology. Because of this my classrooms will have higher enrollment because of the hands on activities I provide in my curriculum. This will help the college as a whole to support growth, equity, and student achievement. As a Behavioral Science Department these materials are vital to meeting all of our needs in our program. It can enhance improvement in student learning, help meet our CSLO's, and increase student achievement and equity.</p>

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159	Program Review	Instructional	Automotive	Faculty/Staff	N	Classified	Tool room staff	-	-	Unknown Amount	3/23/2020	3/23/2022	Nikki Moultrie	As noted in section 1.B.1 program growth has been significant with additional growth projected in the next year. The voc-tech department is anticipating growth in the welding, HVAC program and potentially incubating new programs. The day time tool room is staffed by only a singular person. An additional part-time Classified employee is needed to support the maintenance of new equipment (more equipment requiring routine maintenance has been added, newly added shop vehicles, new welding fab tech courses, clerical demands have dramatically increased with additional automotive courses and their attached vehicle repair orders).
160	Program Review	Instructional	Automotive	Operating	N	Supplies	The yearly operating supplies budget has not been adjusted in 15 years. An increase of 5 thousand dollars is needed to support the additional courses and technology now used.	1,500.00	-		3/23/2020	3/23/2022	Nikki Moultrie	While overall expenses have increased due to natural inflation new expenses have been incurred due to program growth and technology changes. A second section of auto 110 consumes \$400 to \$500 in gaskets, fuel and oils (X2 additional sections). The addition of an electric vehicle program will require external safety certification and replacement of regulated gloves and safety equipment (\$250 annually). All repair manuals are available only as online subscriptions, currently we are on the last year of a pre-paid subscription through a grant. \$1500 annually will be required to maintain this critical resource. Environmental chemical recovery expenses have increased by \$2000 annually over the past five years severely pressuring remaining funds to support overall program. Other expenses (A/C machine annual maintenance, smog calibration gases, wear and tear on tools and equipment) have all increased with the growth of the program.
161	Program Review	Instructional	Automotive	PD	N	Conference/Meeting	Maintain current on industry trends and technological advances in the automotive industry through participation in factory training and attending the SEMA education event.	-	6,000.00		3/23/2020	3/23/2022	Nikki Moultrie	The automotive industry is experiencing a rapid advancement in technological changes (electrification, semi and full autonomy, Direct injection and variable displacement engines). Faculty no longer working in the industry are at risk of rapidly falling behind regarding the demands and needs of the automotive industry.
162	Program Review	Instructional	Center for Academic Support	Faculty/Staff	N	Classified	Program Assistant	74,195.00	-		3/23/2020	3/23/2022	Natalie Hannum	With the increased responsibilities of the Tutor Program Coordinator to provide peer tutoring for both Pittsburg and Brentwood campuses, the need for permanent 40-hour assistance is essential. The need for a permanent position will become increasingly dire with the opening of the Brentwood Center. The college first recognized the need for the position in 2009/2010. At that time, the H.S.I. grant provided funds for a 32-hour position. In 2010/11, the college eliminated this position. To compensate for this loss, the college reassigned 16 hours to a permanent classified staff member. The reduction in hours necessitated a reduction in tutoring hours and Reading and Writing Consultation hours. However, in 2013, the tutoring program received funding for 24 hours for one year. This temporary position allowed the Center to restore opening hours from 8:00 a.m. to 7:00p.m., Monday through Thursday as well as to provide tutoring services until 7:00 p.m., Monday–Thursday. Despite the reduction in funding throughout these last few years, the tutoring program has seen an increase in the number of tutors and students served. In 2014, the position was returned to 30 hours a week as a result of funding, which has allowed us to continue provide quality tutor services in Brentwood and Pittsburg. In 2015, via the RAP process, the Center received funding for this position for 30 hours a week. The Program Assistant position is a continued need as the position provides vital assistance with the daily operations of two Centers, which includes both peer tutoring and Reading and Writing Consultations at both Brentwood and Pittsburg and training approximately 45 tutors college-wide supporting up to 26 college courses. The Center also continues to look for ways to expand tutoring services that meet student's needs, to increase student participation, and to improve student learning through collaborative efforts with other departments on campus. These endeavors cannot happen without assistance. With the opening of the new Brentwood Center, our operations will need to expand to provide equitable access to the quality support we provide students. In order to provide assistance with the expansion of services at the new campus as well to provide assistance at the Pittsburg site, funding for a permanent 40-hour, Program Assistant position that will be split 20 hours at each site is essential. Without this position, services will be limited.
164	Program Review	Instructional	Center for Academic Support	PD	N	Conference/Meeting	Attendance for 8-10 consultants at the Northern California Writing Center Association Conference in San Jose 2020.	-	1,200.00		3/23/2020	3/23/2022	Natalie Hannum	Continued professional development for reading and writing consultants at local conference.
165	Program Review	Instructional	Counseling	Faculty/Staff	N	Classified	Counseling Department - Program Coordinator (or Program Assistant)	-	-	Unknown Amount	3/23/2020	3/23/2022	Jeffrey Benford	With a current staff of 45+ Counselors (Full-Time, Part-Time, Wellness Counselors), Student Ambassadors, and services provided at various delivery sites (Brentwood, Pittsburg, Local High Schools, Learning Communities, Support Programs, etc.), the Department has faced a huge ongoing need for increased administrative support for the department to facilitate processing workflows, front desk protocols, and overseeing daily office operations and logistics. Duties and responsibilities of this position includes scheduling and filling of shifts, appointment scheduling and maintenance of SARS, building schedules and making adjustments accordingly, processing of all related office paperwork (timecards, verifications, leave requests, schedule change requests, expense claims, maintenance of office supplies, etc.), outreach events and processing, student ambassador hiring and training, and facilitating student concerns and circumstances related to crisis and wellness. The Counseling Department currently does not have any professional classified support available at our front desk and/or for office operations, and has been dependent on assistance from primarily student ambassadors and the Administrative Assistant to the Dean of Counseling. It has been an ongoing challenge for the department to efficiently and effectively carry out its daily operations and serve students' needs without having a full-time professional available for support and assistance.
166	Program Review	Instructional	Cooperative Work Experience Education	Faculty/Staff	N	Faculty R/T	Faculty lead for CWEE (20 hours OAS/semester)	1,000.00	-		3/23/2020	3/23/2022	Dave Belman	With the drastic growth in COOP-160 enrollment in the last three semesters, CWEE is in need of dedicated Faculty time to interview and evaluate new adjunct faculty for course instruction. CWEE anticipates further enrollment growth, and future hiring for the program. Serving as faculty lead, this role would be responsible for two major duties in relation to the COOP-160 course: 1. In partnership with the Director of Transfer & Career Services, review applications for, interview, and select additional adjunct faculty for COOP-160 instructional pool. With program growth and irregular faculty availability, CWEE expects to hire one-two adjunct faculty per semester. 2. Coordinating and completing the evaluation of COOP-160 new instructors.  Having a dedicated faculty lead for COOP-160 faculty hiring and evaluation would ensure high quality program instruction, and allow CWEE program staff to build additional sections for program growth.
167	Program Review	Instructional	Dramatic Arts	Operating	N	Facility Improvement	Exterior LMC Theater Signage	-	20,000.00		3/23/2020	3/23/2022	Natalie Hannum	When patrons and community members come to the LMC campus they cannot find the Theater due to lack of signage. It also does not help that the Theater is shaped similar to a planetarium and as a result many patrons and community members either give up and do not attend events, or are extremely angry by the time they find the Theater. We are hoping to create signs to attach to the exterior of the theater that will help guide patrons to the proper venue and provide a visual aesthetic that promotes the quality of the institution.
168	Program Review	Instructional	Dramatic Arts	PD	N	Other	Stable and consistent funding to go to the Kennedy Center American College Theater Festival.	20,000.00	-		3/23/2020	3/23/2022	Natalie Hannum	The Dramatic Arts Department has attended the KCACFTF theater conference for 11 years. Many of our students have received awards from the conference, our school and department have received national recognition from attending, and each student who attends receives on average around \$10-20,000 in transfer scholarships. This conference has also opened many out of state transfer opportunities as well. However, funding to attend the conference has never been stable and the sole faculty member of the department spends many hours trying to raise the funds to attend, and that time would be better spent working with students on projects that further their educational goals and prepare them for their careers. We are asking for stable funding for travel similar to that of the Speech and Debate programs so that we can help change futures and not burn out our faculty.
169	Program Review	Instructional	EMS	Faculty/Staff	Y	Faculty R/T-Box 2A	Add additional Full Time & Part-Time Faculty EMT Instructor 1 FTE	-	-	Unknown Amount	3/23/2020	3/23/2022	Nikki Moultrie	To meet the goal of offering an a second EMT Academy each semester, the EMS Department will need to hire an additional full-time faculty position. In order to meet the increased demands of offering articulation courses, the EMS Department will need to hire one-two additional part-time faculty positions.
170	Program Review	Instructional	EMS	Operating	N	IT Hardware/Software	Purchase Software for Certification/Training Tracking The EMS Department needs to have the ability to track training and the expiration of certifications for staff critical to meeting the State mandated clinical need of instructors. The EMS Department needs to have the ability to track training and the expiration of certifications for staff critical to meeting the State mandated clinical need of instructors.	-	500.00		3/23/2020	3/23/2022	Nikki Moultrie	

**Los Medanos College Equity Requests  
FY2021-22 Fall**

BRF#	Source	Unit	Department	Faculty / Staff / Operating / PD	Box 2A (Y/N)	Resource Type	Description	Base Amount	One Time Amount	Unknown Amount	Date Received	Expiration Date	Requestor	Justification
171	Program Review	Instructional	EMS	PD	N	Online Learning	Purchase Continuing Education Memberships The EMS Department has a need to purchase Continuing Education memberships for current skills aides, assistance and professional experts so state mandated certification required for being a skills proctor for the EMT program is met. The EMS Department has a need to purchase Continuing Education memberships for current skills aides, assistance and professional experts so state mandated certification required for being a skills proctor for the EMT program is met.	-	-	Unknown Amount	3/23/2020	3/23/2022	Nikki Moultrie	
173	Program Review	Instructional	English	Faculty/Staff	N	Classified	Institutionalize support services and professional development for 95 and 100S, such as instructional assistants, Netttutor, and in-class student tutors  Increase success rates for African American and other underserved students (e.g. lowincome, Pacific Islanders, foster youth) while closely monitoring the achievement gap. Continue research and PD on equity-related issues.	-	-	Unknown Amount	3/23/2020	3/23/2022	Ryan Pederson	The English area houses computer labs (ESL and English) totaling 46 individual workstations. We have also purchased 40 laptops as well as 30 conversion tablets to enhance student learning and to reduce the congestion of the existing computer facilities.  In the wake of AB 705, students no longer have English 70 and English 90 to adapt to the ways of college. Going straight into transfer-level English, students need to learn to be college students fast, including the ability to use Canvas, iSite, word processing programs, Remind, the college website, and other tools. The lab and mobile units allow students time during class to learn key skills for success.  The English Department has only one classified staff member, and she is scheduled during the morning and afternoon hours. Classes that start at 3:20 or later do not have access to the laptops or tablets, and the lab is not enough to serve all of these classes.  There is a very large number of students who need access to the technology. This semester in Pittsburg there are 20 sections of Eng 100/5, 14 sections of Eng 100, and 5 sections of Eng 95—all with priority access to the lab and carts. In addition to this, there are numerous sections of ESL who also use the larger English lab due to an increase in their class sizes. About 1500 students per semester need access to our equipment and facilities. 20 hours per week of assistance in the evening would greatly benefit English students, which in turn will increase completion and success rates for the college.  Brief Summary of Classified Hourly Duties: Cover reception desk, answer in-bound calls, and provide evening support. Supervision of the space is critical in order to provide security and tracking usage in terms of tablets and laptop carts to faculty and ensure that materials are returned and properly secured for the next business day. Monitor newly enhanced student soft study area and surrounding area to ensure the safe and appropriate use of the space and its equipment by students. Report needed repairs related to furniture, equipment, and facilities issues when needed.
174	Program Review	Instructional	English as a Second Language	Faculty/Staff	Y	Faculty R/T -Box 2A	ESL Counselor	85,000.00	-		3/23/2020	3/23/2022	Ryan Pederson	The ESL Department and the ESL students need a 100% designated ESL Counselor. The recently determined 60/40% ESL/General counseling position should be changed to 100% ESL. All of the foreign-born, multilingual, non-native English speaking students need to be provided equitable service and support as the attempt to understand and access the college and our program, navigate the unfamiliar and complex higher education system and our specific institution, explore, plan for, and take advantage of career and major pathway options and opportunities, and engage in and transition through and out of ESL and into their chosen area/career of study. The now have noncredit students who enter the college with even less familiarity with the U.S. and the college-going experience and lower English language skills and communication strategies, and as we will soon be offering even more noncredit courses, we will see more of these students who desperately need equitable support which can in large part and with a huge impact be addressed via the role of a 100% designated ESL Counselor who can be assigned a load consisting of counseling, coordination (which our ESL urgently needs), and teaching—in similar vein to other learning community and program-specific counselors. The college determined very recently that Puente deserved a 100% counselor, Umjoja has a 100% Coordinator and a counselor, and ESL should be viewed not merely equally with these targeted programs that support under-served populations but also equitably. The CDCP noncredit courses do and will generate allocation funding per FTES beyond those generated by Credit FTES: 20018-19 CDCP noncredit FTES = \$5,457 vs. Credit FTES = \$3,727. While I could not find any documents that lay out the reasoning as to why the state is allocating more funds for these CDCP noncredit courses, but I do know that other colleges do not merely deposit all of the funds into the "general fund" but actually look at this money as funding to support student groups who take the CDCP courses because they need more and equitable support. There is also Equity money that could and should be used for this position.
175	Program Review	Instructional	English as a Second Language	Faculty/Staff	N	Classified/Student	ESL Peer Advisory Leaders and Tutors	90,000.00	-		3/23/2020	3/23/2022	Ryan Pederson	The ESL Department and the ESL students need student ESL Peer Tutors and ESL Peer Advisory Leaders. Both of these student worker position had been supported via Basic Skills Initiative funding through a semester-by-semester proposal submission, review, and approval mechanism. The justification of the need for these two types of ESL student employment positions remains: ESL students need tutoring support for their classes and support to help them learn about and access campus resources, and one impactful means to offer this is through ESL peer tutors and advisory leaders. These positions also need someone to recruit, hire, train, supervise, coordinate, and manage their compensation. A classified professional assigned to ESL could also support coordination of outreach and outreach, the ESL Lab, and an in-take space that could be housed in the new Student Services Building next along with the learning communities. Additionally, in mapping out initial plans for contextualized best practice methods and means for implementing measures here at LMC to comply with AB-705 regulations for ESL, advanced-ESL student tutors and multilingual advisory leaders play a key role in how we want to increase our in-take and on-boarding of ESL students, orient them to the college and our program, and help retain them throughout their time in ESL and as they transition out of our programs (noncredit and credit ESL). Student Equity monies are said to be earmarked specifically for AB-705 compliance efforts. Additionally, as mentioned above, the CDCP noncredit courses do and will generate allocation funding per FTES beyond those generated by Credit FTES: 20018-19 CDCP noncredit FTES = \$5,457 vs. Credit FTES = \$3,727. While I could not find any documents that lay out the reasoning as to why the state is allocating more funds for these CDCP noncredit courses, but I do know that other colleges do not merely deposit all of the funds into the "general fund" but actually look at this money as funding to support student groups who take the CDCP courses because they need more and equitable support.
176	Program Review	Instructional	English as a Second Language	PD	N	Conference/Meeting	Attendance, including registration fees and travel for 3-5 employees to attend the 2020 Basic Skills Leadership Institute at the UCLA Conference Center at Lake Arrowhead in June to support collaborative engagement and work on the ESL AB-705 plan and activities.  We also need funds to compensate faculty to participate in AB-075 compliance efforts, including a one-day retreat and following meetings and assignment/product completion.	-	10,000.00		3/23/2020	3/23/2022	Ryan Pederson	In order to be in compliance the AB-075, the ESL department would like to take advantage of the BSIU organizers to: "Join with educators from your campus, district or region who are interested in developing leadership capacity in order to support an initiative related to institutional transformation, such as: Guided Pathways, AB 705 Implementation, Integrated Planning, College Promise/FYE, Integrated Student Support Services, Career Technical Education, Equity, Noncredit, AEBG, Professional Development, Reading Apprenticeship, Learning Assistance/Tutoring/SI, Intersegmental/Disciplinary Cross Collaborations, Embedded Remediation, Habits of Mind/Growth Mindset, or Dual & Concurrent Enrollment."
177	Program Review	Instructional	Electrical/ Instrument Technology	Faculty/Staff	Y	Faculty R/T -Box 2A, Student	Need a full-time faculty member that can straddle both Ptech and Ptech course needs 1FTE	-	-	Unknown Amount	3/23/2020	3/23/2022	Nikki Moultrie	Need a full-time faculty member that can straddle both Ptech and Ptech course needs resources for a tutor for the lab when there is not a course in progress or scheduled during that time. To help students complete their projects focusing on students that are at risk or in need of additional assistance to increase core success.
178	Program Review	Instructional	Art	Operating	N	Equipment, Supplies, Facility Improvement	Increase to base for the department for attendance at conferences :NACCE, CCACA, CAA	-	-	Unknown Amount	3/23/2020	3/23/2022	Natalie Hannum	
179	Program Review	Instructional	Kinesiology	Faculty/Staff	N	Classified/Student	Administrative Assistant and Student Workers.	29,000.00	-		3/23/2020	3/23/2022	Tanisha Maxwell	1) Part-time Admin Asst to support both Athletics and Kinesiology. We had this position in past and it was never filled when the person left the job. 2) Student workers in the Fitness Center to support Faculty, Users, Kinesiology majors would have "practical experience" working in the AA degree area, gaining useful employment tools for future
180	Program Review	Instructional	Kinesiology	Operating	N	Maintenance	Regular Maintenance Agreement for Fitness Center/Weight Room/Spin Bikes	7,000.00	-		3/23/2020	3/23/2022	Tanisha Maxwell	New equipment in the KAC will need regular maintenance and an agreement will be proactive in regards to keeping everything working well. People will not enroll in classes where the facility and equipment is broken/doesn't work.
183	Program Review	Instructional	PTEC	Operating	N	Equipment	Purchase and install plastic tanks, piping and valves, and associated equipment to upgrade the wilden pump lab to serve as a chemical trailer offloading facility	-	20,000.00		3/23/2020	3/23/2022	Nikki Moultrie	Employers are seeking students with hands-on operating experience. This lab would enable staff to provide that training in the time frame of a regularly scheduled class
184	Program Review	Instructional	PTEC	Operating	N	Other	Promote PTEC Program through social media, newspaper adds, billboards, tv, buses etc. This would also fund staff outreach	-	50,000.00		3/23/2020	3/23/2022	Nikki Moultrie	Effective marketing is necessary for the long term health of the program.
185	Program Review	Instructional	PTEC	Operating	N	Other	Provide funding to train PTEC students for NAPTA (North American Process Technology Alliance) Troubleshooting class. Also covers transportation	-	20,000.00		3/23/2020	3/23/2022	Nikki Moultrie	The troubleshooting contest is an excellent opportunity for "All-Star" PTEC students to network with other PTEC students around the country, and to gain valuable hands-on experience.
186	Program Review	Instructional	PTEC	Operating	N	Other	Purchase and install commercially available skid mounted chemical operations trainers. Configure a control room environment where students can practice their skills as operators.	-	250,000.00		3/23/2020	3/23/2022	Nikki Moultrie	Employers are requesting students with hands-on experience. This operating lab would provide students with hands on experience under the direction of PTEC staff

**Los Medanos College Expense Requests  
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187	Program Review	Instructional	Recording Arts	Operating	N	Supplies, Service/Contract	Since funds to replace the aging Main Mixing Console are currently unavailable, the only viable course is to repair and service the equipment to keep it functional as long as possible. Input Modules that can not be repaired will need to be replaced with reconditioned or after-market parts, and service for re-installation will require significant hours, contracted from specialists.	-	22,000.00		3/23/2020	3/23/2022	Natalie Hannum	This solution should suffice to keep essential gear operational temporarily, for 2/3 years or so, but does not address the overall concern for maintaining the "Industry Standards" to allow LMC to remain the finest program of it's kind in the country.
189	Program Review	Instructional	Welding	Faculty/Staff	N	Faculty R/T	Adjunct welding instructor	-	-	Unknown Amount	3/23/2020	3/23/2022	Nikki Moultrie	When new remodeled Appliance lab is complete, Welding may move its new Metals Fabrication Technology Course- Weld-007 into the space to use during the Fall and Spring semesters. After that occurs, it may become necessary to have another welding instructor to teach courses that current faculty cannot due to load issues.
190	Program Review	Instructional	Welding	Operating	N	Equipment & Supplies	If Weld-007 Metals Fabrication Technology uses the remodeled Appliance lab, new additional tooling will be needed to operate the course outside of the Welding lab. These include pedestal grinders, metal shear, possible electrical connections, cord reels, air reels, grinding booth(s), curtains, lockers, etc.	-	65,000.00		3/23/2020	3/23/2022	Nikki Moultrie	To operate the course in another lab outside the welding lab, the new lab must be outfitted with tooling which is required for the course. The new remodeled may not include all the electrical and air needs nor will it include tooling to operate the course. Most of this new tooling are large, fixed items which cannot be wheeled about or moved after installation.
191	Program Review	Instructional	Welding	PD	N	Conference/Meeting	Instructors to attend the International Fabtech Conference & Exhibition to see and learn about the latest technology in welding and fabricating.	-	4,000.00		3/23/2020	3/23/2022	Nikki Moultrie	Every few years the Welding Faculty desires to attend North America's largest metal forming, fabricating, welding and finishing event heads to the Las Vegas Convention Center Nov. 18-20, 2020. FABTECH provides a convenient 'one-stop shop' venue where you can meet with world-class suppliers, see the latest industry products and developments, and find the tools to improve productivity, increase profits and discover new solutions to all of your metal forming, fabricating, welding and finishing needs.
202	Budget Request	Instructional	Math Lab	Faculty/Staff	N	Student	LMC math students are frequenting the Math Lab's online tutoring serve particularly heavy on Fridays, Saturdays, and Sunday's, creating a growing need that cannot be met at current staff hours. We seek to meet the need with additional tutors and expanded hours. PURSING SEA FUNDING in short term	-	22,464.00		9/30/2020	9/30/2022	Myles Crain	The Math Labs reduced tutoring budget has been exhausted at current service and staffing volumes. Currently we have only a single statistics tutor who is regularly overbooked, causing us to delay many students equitable opportunity to access to critical online learning engagement. We also seek to extend some current tutors working hours from 4 to 8 hours per week.
209	Under Review	Instructional	Center for Academic Support	Service/Contract	N	Operating	Additional Consultation hours. To fund an additional 20 hours a week to support online and face-to-face services . 20 Additional hours a week of consultation hours during our busiest months to provide a combination of online and face-to-face services as we begin the return to campus.	32,000.00	-		3/30/2021	3/30/2023	Sandra Mills/ Jill Buetner	Over the past two years, we received BSI funding for an additional 20 hours a week for the Center, which allowed us to expand our services to nights and weekends and offer more equitable services in Brentwood. We are requesting these funds through this process in anticipation of staffing both online and face-to-face hours as the college moves back to in-person instruction. We have built a strong online infrastructure for students and would like to keep offering these services because they provide more equitable access to students. However, to offer both online and face-to-face services to meet students changing needs, we need more hours.
210	Under Review	Instructional	Center for Academic Support	Faculty/Staff	N	Classified	Program Assistant (Tutoring) Pittsburg. To fund a 10.5 month, 30 hour per week Program Assistant position to assist the Program. Tutor Program Assistant	66,000.00	-		3/30/2021	3/30/2023	Sandra Mills	The home and coordination of the college-wide tutoring functions are housed in the Center for Academic Support. In order to maintain access to quality services and support, a program assistant is needed. This position assists the Coordinator with the successful Coordination, implementation, and evaluation of college-wide tutor training as well as assist with the creation and assessing of TLOs and SLOs, which are used for program improvements. The Program Assistant provides supervision and support for student tutors during afternoons and evenings and during special events such as Friday and Saturday specials. This supervision allows the Center to offer both Peer Tutoring and Reading and Writing Consultations services through 7:00 pm and 8:00pm as well as Saturdays. This supervision and assistance with coordination is vital for us to offer services both Online and in the physical space, and provides the necessary support for us to be innovative with the services we offer. One of the most important aspects of this position is to assist students navigating our environment to make sure they are getting the right help, and perhaps most importantly, accessing our services especially our virtual services. This position is also needed to help with many technical aspects and issues that arise especially in the Online environment. This position will be even more important as we return to the campus as further assistance will be needed to maintain a safe environment for both students and staff. Simply put, without this position, student access to this support service that helps students stay on the path will be limited, and our ability to offer services in many different forms will also be limited.
215	Under Review	Instructional	Technology Training & Development	Staff/Operating/PD	N	Student/ IT Hardware/Software/ Materials & Supplies	PERSONNEL RESOURCE NEED: Technology Training & Development Dept. Student Assistant x2 (Temporary) OPERATING RESOURCE NEED: IT Hardware/Software PROFESSIONAL RESOURCE NEED: Materials/Supplies, Online Learning, IT Hardware/Software Emerging Technology Technology Lending Wellness & Accessibility	13,620.00	18,873.14		4/20/2021	4/20/2023	Courtney Diputado	PERSONNEL RESOURCE NEED: Base Amount Need student assistants (10hr/week) to support the new Presentation/Lecture Recording Studio. Students will provide tech support to users in the following areas: - How to reserve the space - Directing users to studio equipment tutorials - Answer basic questions about the studio hardware and software - Show users how to access video files and upload to Canvas or other cloud-storage systems - Answer other basic Canvas or Zoom questions OPERATING RESOURCE NEED: >>>>One Time Total for all \$1,297.94 Snowball Classic Studio-Quality USB Microphone \$69.99 x1 Microsoft Sculpt Ergonomic Desktop \$129.95 x1 Logitech - MX Master 3 Wireless Laser Mouse (ergonomic) \$99 x1 13-inch MacBook Air \$999 x1 PROFESSIONAL RESOURCE NEED: >>>>One Time Total for all categories: \$16,056.20 (Refer to BNF for full detail list of equip cost items) Emerging Technology: \$1,999.00 Technology Lending: \$14,057.20 >>>>Est Tax Total for One Time cost: \$16,056.208 x 8.75% = \$1,519
216	Under Review	Instructional	Dramatic Arts	Staff/ Operating	N	Classified 1v/ Equipment/ IT Hardware/Software	Theatre Staging Specialist \$14,191 Supplies and staff needs essential to safety and quality of instruction \$65,000 Computer and storage for video production used to create instructional videos and student driven work.	14,191.00	65,000.00		6/10/2021	6/10/2023	Nick Garcia	STAFFING-The drama department has also not been able to maintain the theatre during the covid lockdown. Now that we are returning to campus we will need a staging specialist to work through the summer to deconstruct the sets currently in the theatre and build sets for the upcoming show that will be filmed in August. The filming is scheduled to take place on campus at this time to minimize risk and ensure the safety of the students. Once filming completes, the staging specialist will need to deconstruct the set in the theatre so that it will not impede the face to face instruction happening throughout the Fall semester. In addition, the equipment in the theatre and shop needs maintenance, as well as cleaned, and cataloged which is what the person in this position typically does...(see request for full description)
219	Under Review	Instructional	Biology	Operating	N	Equipment	This request is for funds for one-time equipment purchase for the Health Sciences (Anatomy/ Physiology) lab at the Brentwood Center.	-	3,500.00		9/30/2021	9/30/2023	Sandhya Bhatnagar	This request is for funds for one-time purchase for the Health Sciences (Anatomy/ Physiology) lab at the Brentwood Center. We have two autopsy carts and both are in use. We would like to request one more cart to facilitate efficient dissections and display for students.
220	Under Review	Instructional	Biology	Staff	N	Student	This request is for funds for the Health Sciences (Anatomy/ Physiology) lab at the Brentwood Center. Student Employment.	15,488.00	-		9/30/2021	9/30/2023	Sandhya Bhatnagar	This is to pay the student workers for various Biology labs. The student worker assists the lab coordinator with lab preparations and pick-ups and also the instructor during the laboratory class. Total amount is \$15,488.00, this is to cover all the sections for all the courses for one fiscal year.
221	Under Review	Instructional	Kinesiology	Operating	N	Service/Contract	1 Yr Preventative Maintenance Fitness Center/KAC 1.5/2.3/3.3	3,000.00	-		9/14/2021	9/14/2023	Colleen Ralston	1 year preventative maintenance plan, preformed qty. For major equipment pieces (108 total) in KAC to provide safe/working exercise environment for students, faculty, and staff at LMC. All equipment in KAC came with some limited warranty- warranty will be up for all equipment and LMC needs a plan for maintenance. Broken pieces will be costly... though maintenance we hope to decrease possibility of broken equipment.
223	Under Review	Instructional	Voctech/Automotive	Operating	N	Equipment	Alignment rack. Replacement of 20 year old vehicle alignment rack. 3. (expand organizational capacity, and enhance institutional effectiveness.)	-	50,000.00		10/1/2021	10/1/2023	Jason Dearman	Alignment rack is due for replacement. The alignment rack has exceeded its service life and is in need of replacement. The current alignment rack is an above ground unit and frequently results in vehicles getting stuck or damaging the underbody when driving onto and off the rack. A new unit inground is needed to continue the steering and suspension course and provide a safer student environment.
224	Under Review	Instructional	Voctech/Automotive	Operating	N	Budget	Budget increase. Increase of annual automotive supplies budget to \$15,000.	15,000.00	-		10/1/2021	10/1/2023	Jason Dearman	Overall expenses have increased due to cost inflation for general supplies, significant expenses have been incurred due to program growth and technology changes. The operating budget for the last 15 years has been static at \$7500 per year. A second section of auto 112 consumes \$400 to \$500 in gaskets, fuel and oils. The addition of an electric vehicle program will require external safety certification and replacement of regulated gloves and safety equipment (\$500 annually). All repair manuals are available only as online subscriptions, currently we are on the last year of a prepaid subscription through a grant. \$1500 annually will be required to maintain this critical resource. Environmental chemical recovery expenses have increased by \$2000 annually over the past five years severely pressuring remaining funds to support overall program. Other expenses (A/C machine annual maintenance, smog calibration gases, wear and tear on tools and equipment) have all increased with the growth of the program. Currently vital equipment maintenance is being deferred to preserve funds for basic operational needs.



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FY2021-22 Fall**

BRF#	Source	Unit	Department	Faculty / Staff / Operating / PD	Box 2A (Y/N)	Resource Type	Description	Base Amount	One Time Amount	Unknown Amount	Date Received	Expiration Date	Requestor	Justification
225	Under Review	Instructional	English	Staff	N	Classified 1x	Evening Hourly Office Assistant. Strategic Goal #1: 1.3B; 1.3C; 1.3D; Goal	11,322.00	-		9/28/2021	9/28/2023	Sara Toruno-Conley	The English Department has purchased two mobile units to relieve congestion in our computer lab: a cart with 40 laptops and a cart with 30 tablets. Aside from relieving lab congestion, the carts help students learn to use Canvas and other college technology. Currently, we do not have the ability to provide classes with mobile units in the evening. Having an evening hourly would greatly benefit both faculty and evening student populations by allowing use of the laptops and tablet conversions and open lab hours for the evening student that may not have access to computers and printers otherwise. Hourly ( 30 hours per week) 20 hrs/wk x 16.23/hr x 32 weeks x .09% benefits The English area houses computer labs (ESL and English) totaling 46 individual workstations. We also plan to purchase 40 new laptops as well as 40 conversion tablets to enhance student learning and to reduce the congestion of the existing computer facilities. In the wake of AB 705, students no longer have English 70 and English 90 to adapt to the ways of college. Going directly into transfer-level English, students need to learn to be college students fast, including the ability to use Canvas, InSite, word processing programs, Remind, the college website, and other tools. The lab and mobile units allow students time during class to learn key skills for success. The English Department has only one classified staff member, and she is scheduled during the morning and afternoon hours. Classes that start at 3:20 or later do not have access to the laptops or tablets, and the lab is not enough to serve all of these classes. There is a very large number of students who need access to the technology. While we are currently mostly teaching online, by the fall 2022 semester we plan to be back to a largely in-person schedule. Previously in Pittsburg there were 20 sections of Eng 100/S, 14 sections of Eng 100, and 5 sections of Eng 95—all with priority access to the lab and carts. While we will be eliminating Eng 95 and 100S in the summer, we will have more Eng 100 sections to take their place. We will have even more students who need more support in Eng 100 than before, needing extra support in the computer lab. In addition to this, there are numerous sections of ESL who also use the larger English lab due to an increase in their class sizes. About 1500 students per semester need access to our equipment and facilities. 20 hours per week of assistance in the evening would greatly benefit English students, which in turn will increase completion and success rates for the college. Brief Summary of Classified Hourly Duties: Cover reception desk, answer in-bound calls, and provide evening support. Supervision of the space is critical in order to provide security and tracking usage in terms of tablets and laptop carts to faculty and ensure that materials are returned and properly secured for the next business day. Monitor newly enhanced student soft study area and surrounding area to ensure the safe and appropriate use of the space and its equipment by students. Report needed repairs related to furniture, equipment, and facilities issues when needed.
227	Budget Request	Instructional	Recording Arts	Operating/Staff	N	Service/Contract/Student	Increase to the Recording Arts Operating Budget. This request is to increase the allocation of funds related to recording system maintenance by making the following changes: <ul style="list-style-type: none"> <li>•Raise the line item for student assistants from \$5,824 to \$11,648 per year. This fundings used during all three semesters to support two recording studios. (\$5,824 base increase)</li> <li>•Raise the line item for equipment repair from \$1,300 to \$2,600 per year (1,300 base increase)</li> <li>•Add a new line item for contract work at \$3,000 per year.</li> </ul> These increases will bring the budget closer to a workable level of funding required to maintain our facilities.	10,124.00	-		9/30/2021	9/30/2023	Rick Shiner	<b>Staff:</b> The minimum wage TAs are paid, currently \$14.00 per hour, has been steadily rising without commensurate increase to this line item in our budget. This has created difficulties in covering the cost of student assistants for the 3 semesters of the academic year. Incidentally, the summer semester has traditionally been when TAs are needed to assist me with various routine maintenance tasks. <ul style="list-style-type: none"> <li>•used to be able to hire two assistants to help me with maintenance in Studio A &amp; Studio B and also have one of the assistants available to classes conducted in Studio B. This is no longer possible.</li> <li>•TAs working with me are trained to do many maintenance tasks valuable to the program. This training is far beyond what is expected of entry level employees at commercial studios.</li> <li>•TAs are necessary during lab hours to help with hands-on instruction and security.</li> <li>•After graduation our TAs have generally been hired to work for prominent companies or recording artists, such as, Skywalker Ranch, Studio Trilogy, Laughing Tiger, Green Day, Maria Carey and Tracy Chapman... (see request for full justification)</li> </ul> <b>Equipment:</b> We are able to do many necessary repairs in-house. For repairs that require the services of a specialist we either hire a maintenance technician to do the work onsite or send the item(s) out for repair. Our line item for equipment repair is quite small given the level of sophistication of our recording systems. Please note that we have two recording studios to maintain. The typical rate for a service call is \$95.00 per hour, plus drive time. Our current allotment for equipment repair covers about 13 hours of work per year. Diagnosing a problem on equipment as complex as the automated mixing console in Studio A can take hours before the issue is resolved. When the console malfunctions it affects all courses taught in Studio A, so repairs have to be made in a timely fashion. The reality, however, is that due to our current funding some items are not repaired in the current fiscal year and repairs are delayed until the next academic year (or later). <b>Service/Contract:</b> Recording Arts has employed student assistants since the program's inception in the early 1980s. The assistants working with me in Studio A, receive advanced instruction in skills necessary to maintain a professional-level recording studio. This training is beyond the scope of our normal course offerings. RA assistants are trained to do basic maintenance and calibration of major system components like the mixing console (pictured below), analog tape machines and computer-based digital audio workstations.
228	Under Review	Instructional	Child Development	Staff	N	OAS Staff	Community Mentor Program Year 2. Community Mentor Coordinator. This will be year two of the Community Mentor Perkins funded program. In year one we will have recruited, hired, and trained 9 community mentors. For the second year we will expand this program to increase to 12 to 15 mentors. Community Mentors are necessary for placement of CHDEV 90 in their required supervised field experience to complete their degree.	7,000.00	-		9/26/2021	9/26/2023	Janice Townsend	Currently, each semester, we have placed 30 students in Mentor Teacher programs outside of the Child Study Center to complete the required practicum hours for CHDEV 90. Our program is expanding based on student need/demand, and we will now have one additional section of CHDEV 90 (offering 3 per year now) requiring 30 more placements for our students. The C-ID Course Descriptor includes supervised practicum hours for the CHDEV 90 course. This project requires a community mentor coordinator OAS position to train, hire, and coordinate the 12-15 community mentors each semester. This community mentor will: 1) Coordinate and support 12-15 community mentors with CHDEV 90 mentees placed in their program each semester 2) Continue recruitment if necessary 3) Hold monthly community mentor seminars 4) Work with college Business and Workforce offices to process mentor hiring and payments
229	Under Review	Instructional	Child Development	Operating	N	Service/Contract Supplies	Community Mentor Program Year 2. The Community Mentor Program will include contracting with 15 community mentors as professional experts each semester in order to have enough placements for CHDEV 90 students to complete their required supervised field experience. In this second year of this project, we also want to increase the number of instructional materials that the community mentors can support the CHDEV 90 students with.  Costs: \$28,000 for Mentors to mentor 35 students \$4000 for instructional materials	32,000.00	-		9/26/2021	9/26/2023	Janice Townsend	Currently, each semester, we have placed 30 students in Mentor Teacher programs outside of the Child Study Center to complete the required practicum hours for CHDEV 90. Our program is expanding, and we will now have one additional section of CHDEV 90 (offering 3 sections per year now) requiring 30 more placements for our students. The C-ID Course Descriptor includes supervised practicum hours for the CHDEV 90 course. Title 5 requires that the supervisor meet the minimum requirements of a Master Teacher in Early Childhood Education. The Mentor Teacher program met this need since 1983 and as of Spring 2022 this program will sunset and is functioning and at extremely limited capacity. This leaves our CHDEV 90 students without the required practicum experienced placements in the community and means that our department cannot support the number of placements needed for graduating CHDEV students. Our department understands that Perkins funding is not a permanent solution to this problem but will allow the department to meet the need in the gap while First 5 and the State work on replacement options. Currently, we have a higher-than-average job demand in our field even with a 40% decrease in childcare openings due to COVID-19. With the community re-opening we will see the demand increase even more. In addition, with the expansion of our community mentor program, they need access to instructional materials to support their CHDEV 90 students.
230	Under Review	Instructional	English	Operating	N	IT Equipment/Software	Updated Laptops and Tablets. We request 40 new laptops and 40 new tablets for students to use during class. The current laptop cart is missing laptops and houses outdated laptops. Our tablets are also outdated. To be successful, English 100 students will use the updated laptops and tablets to read articles, work on group and independent projects, watch videos at their own pace, develop note taking strategies as a group, and work on essay drafts. This is essential for student success as many students have inadequate technology at home. Currently, the English computer lab alone is not sufficient to meet the technological needs of a large, diverse group of English 100 students. Providing students with updated technology would be a great step in improving the retention and success rates of these students. 40 new laptops and 40 new table	-	38,000.00		9/28/2021	9/28/2023	Sara Toruno-Conley	We request 40 new laptops and 40 new tablets for students to use during class. The current laptop cart is missing laptops and houses outdated laptops. Our tablets are also outdated. Some items are missing because due to stay at home orders we were forced to loan tablets and/or laptops to students and faculty. We have not recovered all of those. If our RAP is approved, we plan to donate our remaining items for student circulation/distribution through IT media services. To be successful, English 100 students will use the updated laptops and tablets to read articles, work on group and independent projects, watch videos at their own pace, develop note taking strategies as a group, and work on essay drafts. This is essential for student success as many students have inadequate technology at home. Currently, the English computer lab alone is not sufficient to meet the technological needs of a large, diverse group of English 100 students.
231	Under Review	Instructional	Physical Sciences	Operating	N	Equipment	Chair replacement in Room SC-232/235	-	14,851.01		9/20/2021	9/20/2023	Paul West	The chairs in Room SC-234 and SC-235 are trip hazards in the laboratory classroom when experiments are in process. Stackable stools will allow the storage of seating within the classroom and minimize trip hazards, improving safety. Many of the existing chairs also have lost their ability to maintain a proper height.  The selected stackable stools are the same physical model as in the new Brentwood center. 80 stools are required (40 for each room). The cost is quoted for 80 units and based on negotiated contract #CACB14518D FCCC-CSU with CCCCD. This effort aligns with EMP Goal #2 by helping students successfully complete courses (by keeping distractions at a minimum) and EMP Goal #5 by effectively utilizing institutional resources (by using an existing contract).
232	Under Review	Instructional	Computer Science	Operating	N	IT Hardware/Software	CorelDraw License Renewal. New CorelDraw license for COMSC courses.	-	2,500.00		9/29/2021	9/29/2023	Louie Giambattista	The department's license of CorelDraw needs to be updated to the latest version. CorelDraw is required for COMSC-61, COMSC-110, COMSC-111 and COMSC-112. These courses are required in one AA degree, one Certificate of Achievement, and two skills certificates.
233	Under Review	Instructional	Computer Science	Operating	N	IT Hardware/Software	Computer Parts for COMSC-091. Various computer parts required to teach COMSC-091. Various computer parts are needed to teach the lab portion of COMSC-091 where students take apart and put together computers.	-	5,500.00		9/29/2021	9/29/2023	Louie Giambattista	Additional equipment is needed to have a full complement of computer hardware so each student can work on a computer individually.

**Los Medanos College Resource Requests**  
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BRF#	Source	Unit	Department	Faculty / Staff / Operating / PD	Box 2A (Y/N)	Resource Type	Description	Base Amount	One Time Amount	Unknown Amount	Date Received	Expiration Date	Requestor	Justification	
234	Under Review	Instructional	Distance Education	Staff	N	Classified Program Coordinator Senior	During the spring of 2021, President's Cabinet and the Distance Education Leads committee unanimously agreed to support the hire of 1 FTE to fulfill the role of a Student Services Distance Education Coordinator that is equivalent to the scope and level of the Senior Program Coordinator classification. This will enhance the professional training, technological process flow, and interdisciplinary collaboration among the Office of Instruction and Student Services to execute LMC's Distance Education Strategic Plan. Working at the direction of the Vice President of Student Services or their designees, the general role of Student Services Distance Education Coordinator will provide leadership in promoting effective distance education support services.	78,340.00	-		9/30/2021	9/30/2023			Due to the COVID-19 pandemic, Student Services has had to make an abrupt transition to remote programs and services to continue to provide support to our students. This has presented a variety of challenges due to the lack of preparedness, professional development training, and integrated technological infrastructure to seamlessly operationalize student transactions, interactions, and engagement efficaciously. Although Student Services has continued to make improvements in the delivery of programs and services in the remote environment, it is imperative that the division prioritize resources towards comprehensively establishing a sustainable service strategy that is conducive to fostering and maintaining equitable student access and success. Working at the direction of the Vice President of Student Services or their designees, the general role of Student Services Distance Education Coordinator will provide leadership in promoting effective distance education support services as follows: Plan, organize, and direct the implementation and use of current ecosystem of e-tools designed to deliver integrated student support services for distance education. Collaborate in the implementation of the college's Distance Education Strategic Plan. Maintain a targeted focus within the Student Services division conducive to maximizing quality assurance, improving Student Services business practices, and streamlining the effectiveness, efficacy and utility of the technological ecosystem comprised of various integrated student support e-tools for the purpose of positively impacting student success and retention outcomes. Work collaboratively with the Distance Education Coordinator (Instructional), Distance education Committee Chair (faculty) and Technology Training Development Specialist and to develop integrated student support services in a virtual environment. Consult regularly with Student Services management, faculty, and staff along with relevant shared governance constituencies about the delivery of appropriate integrated support services for students in distance education courses. Work collaboratively with IT staff and Technology Training Development Specialist to identify, integrate, and assess technical requirements for effective delivery of integrated student support via distance education. Identify emerging trends and changing distance education resources or products that comprise the ecosystem of virtual support services and make recommendations to college leadership around implementing and purchasing products. Attend and facilitate ongoing training on "best practices" for successful delivery of integrated support services for students in distance education courses. Regularly attend meetings of the Distance Education Leads Committee and Distance Education Committee (local and District) to provide leadership in the development and expansion of integrated student support services. Survey students and collect data to ensure virtual support services are relevant in meeting the needs of students. Prepare reports as necessary in support of the DE strategic planning. Contribute suggestions for improving and maintaining the DE Website and student-facing communications.
235	Under Review	Instructional	Physical Sciences	Operating	N	Equipment	NMR Upgrade for Enhanced Spectroscopy Learning. Quotation is for \$9250.00 + 855.63 sales tax for a total of 10105.63. A separate grant from Corteva of \$ 4651.55 will offset this cost.	-	5,454.08		9/20/2021	9/20/2023	Paul West	Please consider for HERFF funding: The 60 MHz spectrometer has been in service with continued student use since 2013 with no additional costs since the original purchase. The rugged instrument has been maintained by faculty and staff of the Chemistry program with no service fees. This project upgrade will allow for the operating computer of the spectrometer to be upgraded. The stable magnet along with this project upgrade will expand the use of the instrument by students with no annual cost. The upgrade will allow reconnection of the data system to general networks (currently prohibited by IT security policy due to age of the software). Reconnecting the data system will help limit physical contact during COVID restrictions: students will be able to limit their in-person time to acquiring spectra then access their data remotely. Students will be able to install processing software at home or access the software elsewhere on campus. The upgrade will allow the organic chemistry course at Brentwood to engage with the spectrometer. Samples can be brought to Pittsburg for data acquisition. Remote processing of the data can be done at Brentwood with no added expense of a duplicate spectrometer. The Corteva Community Advisory Panel (CAP) reviewed this proposal and recommended \$4651.55 to be funded for this project. Funds are expected to be awarded to the LMC Foundation and will be held until project completion or one (1) calendar year. If the project is not fully-funded at the end of the calendar year, Corteva will be contacted for guidance as to the disposition of the donated funds.	

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236	Under Review	Instructional	Physics/Physical Sciences	Operating	23	Equipment	Physics laptop computers. Enhance institutional resources. 25 laptop computers (min. 10 if partially funded)	-	24,582.00		9/28/2021	9/28/2023	Steven Goldenberg	Our physics students use laptop computers for nearly all laboratory exercises and many classroom activities. Much of our lab equipment is controlled via software--without an associated computer it cannot be used. In particular, most of this equipment operates with Pasco DataStudio and Capstone software, which we've been using for many years. All students make constant use of Microsoft Office as well to analyze their experimental results. In the past we have been sharing laptop computers with our engineering program. Unfortunately, with many physics and engineering classes running concurrently, we've been faced with the dilemma of how to divide one classroom set of computers between two class sections. The result is that neither class is able to run effectively. Note: Estimated expense shown above is based on 25 Lenovo laptop computers at \$900 each + 9.25% sales tax.
237	Under Review	Instructional	Center for Academic Support	Staff	N	Classified	Program Assistant-Brentwood Center. 20 hour per week Program Assistant for 10 months per year to assist the Coordinator with oversight of the daily operations at Brentwood including assisting students and faculty with our services. This position will also provide supervision of student tutors at the Brentwood Center.	32,930.00	-		9/30/2021	9/30/2023	Sandra Mills	A Program Assistant is needed for daily oversight of operations of the Center for Academic Support at the Brentwood Center. Although the Program Coordinator will be responsible for overall operations and functions at Brentwood, daily on-site, oversight and supervision of student employees is needed. This position will assist students with access to both peer tutoring and faculty consultant services that are housed at Brentwood as well as advising students about a wider range of services at Pittsburg and our virtual services. The Program Assistant will provide a "front-desk" presence to help students with inquiries, making appointments and making sure they are getting the "right" help they need when seeking support. This position will also help with data collection, marketing services and assisting with special events such as study sessions and "slams" along with numerous clerical duties. This position will provide a much needed staff member to help establish tutoring and a culture of support at the new center. Currently we are providing this support through piecing staff together from Pittsburg to go to the Center. This takes away time and hours from the Pittsburg Center which effectively cuts hours provided at Pittsburg. Given that we are expanding our services by offering in-person and virtual tutoring, we should not be cutting hours. This solution does not provide stability or a real presence nor equitable services. Finally, in an effort to increase flexibility in delivery which includes online, in person, and email services, the Center must have an additional support person.
238	Under Review	Instructional	Center for Academic Support	Staff	N	Faculty R/T	Faculty Consultants in Brentwood. 20 faculty reading and writing consultation hours per week in Brentwood for the 2021-22 academic year. Faculty Reading and Writing Consultants, Center for Academic Support-Brentwood.	36,400.00	-		9/30/2021	9/30/2023	Sandra Mills/ Jill Buettner	Due to the challenges of serving students during the pandemic, the Center has been tasked with providing live virtual reading and writing consultations via Zoom, email consultations services, and in-person reading and writing consultations in both Pittsburg and Brentwood. As such, we are asking for an additional 20 consultation hours a week to provide equitable and accessible services in these different spaces and modalities. When the Center expanded services in the past, such as offering consultations on nights and weekends, we requested BSI funding when the 40 hours of operational funds were not enough to meet student needs. Now, we're seeking funding through RAP to continue to offer a high level of services to our students in Pittsburg, Brentwood, and via email and zoom.
241	Under Review	Instructional	Voctech/Automotive	Operating	N	Equipment	Student tool kits. Update of student tool kits for large and small automotive labs. Update of student tool kits for large and small automotive labs.	-	15,000.00		10/1/2021	10/1/2023	Jason Dearman	Student tool kits have exceeded their use since purchased in 2001 during the last program refresh. Falling tools due to fatigue are presenting a safety issue. Many of the pneumatic tools we are using no longer reflect the industry and need to be updated the more commonly accepted electric battery powered tools. The planned tool kits are designed to reduce the demands on staff who have gained the responsibility of supporting several new programs in the voctech area.
242	Under Review	Instructional	Voctech/Automotive	Operating	N	Equipment	In ground dyno. Replacement of 21 year old in ground vehicle cassis dyno. Replacement of in ground dyno. Used for vehicle testing with in the automotive lab.	-	45,000.00		10/1/2021	10/1/2023	Jason Dearman	The in ground Dyno provides save vehicle testing. It is used to simulate real world driving without sending students onto the city streets with customer vehicles. It provides critical diagnostic and class room demonstrations that are not possible on a moving vehicle. It is currently non operational due to high use/wear and tear. This equipment will also provide a needed resource for the automotive programs newest course in engine mastery.
243	Under Review	Instructional	Voctech/Automotive	Operating	N	Equipment	Purchase of basic course materials for the automotive engine mastery course.	-	45,000.00		10/1/2021	10/1/2023	Jason Dearman	The engine mastery course was added to the LMC catalog in 2018 but has not yet been offered due to funds running short in a previous funding round. High student demand and interest from our industry partners has renewed our push to offer this course. It will serve as a capstone course for the engine maintenance and diagnostic courses and certificate. The funding will cover a wide variety of needs for this course including, engines, components, ecu programming software, data acquisition equipment, tooling, etc.
245	Under Review	Instructional	Voctech/Automotive	Operating	N	Equipment	Parts wash equipment. Replacement of 20 year old large automotive component wash machine	-	-		10/1/2021	10/1/2023	Jason Dearman	The large component hot wash machine is required equipment for multiple automotive courses. It is no longer serviceable by the vendor due to age. All components needed to keep it operational have recently been fabricated by faculty. It is currently non operational and is no longer able to be properly repaired.
247	Under Review	Instructional	Child Development	Operating	N	Equipment	Cob Bench Awning. Requesting a replacement awning for the cob bench in our outdoor garden classroom. • \$13,524 = Awning Detailers Sunshade Requesting a replacement awning for the cob bench in our outdoor garden classroom. The original awning was removed as it was deemed unsafe by the SWACC Insurance Inspection. It is now uncovered. We need the cob bench to be covered and to provide shade to protect the children from direct sun exposure	-	13,524.00		9/27/2021	9/27/2023	Angela Fantuzzi	We had an awning over the cob bench that the LMC engineering students made and had started to bend. During the SWACC insurance walk through, we were told that structure was unsafe, and it needed to be fixed. The structure was removed by buildings and grounds. We now need a new awning to both protect the children from the sun and protect the cob bench from disintegrating. This is our outdoor garden classroom and teachers lead group times and learning activities there. It is imperative that the awning be replaced. This awning that meets the safety specifications.
248	Under Review	Instructional	Child Development	Staff	N	ECE Specialist/Classified	ECE Specialist 10 Full time 10-month position. This request is for a full time 10-month ECE Specialist position. This is a replacement position that has never been filled. Currently we can only operate 3 of our 4 ECE classrooms as the college is only funding 3 ECE specialist positions instead of 4.	59,982.00	-		9/27/2021	9/27/2023	Angela Fantuzzi	Currently due to COVID protocols the Child Study Center is operating in phase 1 of our 3-part plan. That plan allows for 6 infants, 6 two-year old, and 12 preschoolers, for a total of 24 children. In order to operate in phase 2 maintaining COVID protocols (50 children) or in phase 3 (80 children) without COVID protocols we would need to open a fourth classroom. We can't do that without this hire. The CHDEV department does remember when the center was first opened in 2003, and there were 7 classified professionals working in the Child Study Center. Currently we have 3 classified professionals and 1 director. In 2008, when we received the Child Study Center personnel was cut to 4 classified professionals, we adapted and increased our intern program which allowed us to serve as many children as we had when we had 7 staff. There is no other adaptation, to be able to open 4 classrooms and serve up to 80 children without 4 ECE specialists. In addition to serving children, the Child Study Center classrooms, are a place where student complete supervised field work in CHDEV 83 and CHDEV 90 which the college receives FTES for. Pre COVID we also had 30 students each receiving work study credit in CHDEV 180. Many other students use the lab school to implement curriculum for CHDEV 50, perform observations in CHDEV 11, observe environments in action in CHDEV 1, and perform a child observation in CHDEV 10. Nursing and Drama students also work with children in the lab school, and we have also partnered with World Languages. In order to accommodate all of these students needs, it is imperative that this position be refilled.
249	Under Review	Instructional	Child Development	Staff	N	Office Assistant II/Classified	Child Study Center Office Assistant II. This request is for a Child Study Center 5 Office Assistant II position to oversee the front desk operations of the center. It is essential that the Child Study Center has a classified professional overseeing the front desk. There are 3 reasons why this position is vital: 1) As a safety measure (we have already had two people behaving unsafe in the Child Study Center this semester); 2) In terms of professionalism as the front desk person comes across and handles confidential information that would be much better handled by a Classified Professional instead of a student worker; and 3) the continually turnover of Federal Work Study Student workers requires a great amount of time from the center director in terms of continual training.	26,762.00	-		9/27/2021	9/27/2023	Angela Fantuzzi	First and foremost, having a person at the front desk of the Child Study Center is a safety measure. We have already had two incidents reported to police this semester where unsafe behavior has occurred at the Child Study Center. In the district audit of the Child Study Center, one of the strongest recommendations that they made, was that we have the front desk staffed at all time. In addition, in the 2018-2019 RAP decisions the Child Study Center was approved for a permanent 5 Office Assistant II position. Currently we use Federal Work Study Students to staff the front desk, however there are too many responsibilities that should be performed by a classified professional and not students. In addition to some of the confidentiality issues, there is the continually training and retraining that the Child Study Center Director engages in, each time a new Federal Work Study Student is hired. The current and necessary jobs performed by the Federal Work Study Front Students are: 1) Maintaining a vigilant presence at the front desk which is necessary as a safety measure. 2) Providing information to students, LMC staff, and the community about the Child Study Center 3) Supporting students and LMC staff in enrolling their children in the Child Study Center 4) Updating and maintaining children's files including immunization requirements 5) Billing each family each month 6) Creating and maintaining excel files for enrollment in each classroom Due to space limitations this is all we can record as job duties although they continue.

**Los Medanos College Expense Requests  
FY2021-22 Fall**

BRF#	Source	Unit	Department	Faculty / Staff / Operating / PD	Box 2A (Y/N)	Resource Type	Description	Base Amount	One Time Amount	Unknown Amount	Date Received	Expiration Date	Requestor	Justification
250	Under Review	Instructional	Child Development	Operating	N	Equipment	Outdoor Classroom Turf. Requesting turf for the outdoor classroom to protect children when they fall. Requesting turf for the outdoor classroom. • \$33,440- Synthetic Turf	-	33,440.00		9/27/2021	9/27/2023	Angela Fantuzzi	This is a safety issue. The infant yard needs fall surfacing zones. There are cemented steps to go to the deck, when children try to come down they fall, and we have numerous children getting hurt. The infant side yard has different levels that are a tripping hazard for the infants. Infants trip and slip on the grass hill even under direct supervision as they don't have the balance yet to navigate this safely. The steps, side yard, and hill have landing areas that are made of cement which is what is creating the injury, as infants do fall when they are learning to walk and navigate slopes. We need to cover the cement with a fall surfacing material that is outdoor resistant and safe for infants. We have tried out a sample of this material and we believe it will reduce the injuries we are seeing in the yard. This area is so unsafe for the infants that we are not using the side yard just to prevent falls. This really limits the children's outdoor space and time outside, which we should be increasing due to COVID. We can do this because we have restricted capacity due to covid restrictions however this is not ideal and when we start servicing at normal capacity, we will need to use this yard.
251	Under Review	Instructional	Child Development	Operating	N	Equipment	ProCare Touch Biometric Classroom Entry System. The Child Study Center Procare system which was purchased in 2007 is no longer functioning. The Procare Touch that we are requesting is an all-in-one flat screen computer that uses a biometric ID pad, so only authorized people are able access the classroom. Currently are using keys to enter the classroom, which requires the center director or ECE specialists to have to individually allow each person into the classroom. This is not an effective or sustainable system.	-	6,680.00		9/27/2021	9/27/2023	Angela Fantuzzi	The Procare Touch is an all-in-one flat screen computer. Procare Touch includes our secure biometric ID pad, so only authorized people are able access the classroom. For more information please go to Daycare Products & Hardware   Procare (procaresoftware.com) Purchasing 4 touch screens that will allow access to staff, parents and students to the classroom in a secure and safe way. ProCare Touch \$1295x4 = \$5,180 Yearly platform service fees \$948 Tax= \$552 The Procare system originally installed in 2007 at the CSC stopped working on 3/16/2021. The system that Procare currently sells is an improved security system using biometrics rather than codes that the previous system relied on. Although we never had any security breaches using the codes, this new system provides a much higher level of security. With the system broken, we are having to open doors using a key to allow access to the student workers, students, staff and families. This is very time consuming and not a good use of the director's time. In addition, student workers are often wandering around trying to find someone to let them back in the classroom after taking a break, etc. when instead we need them working with the children. Using a key system is also unsafe since a staff member needs to be constantly stepping of the floor (working with children) to open a door and on a regular basis the door accidentally remains unlocked. You have to remember to both unlock and then lock the door. There is a high likelihood that keys might be misplaced, and we will have to re-key the center. The Procare Touch is an all-in-one flat screen computer. Procare Touch includes our secure biometric ID pad, so only authorized people are able access the classroom. For more information please go to Daycare Products & Hardware   Procare (procaresoftware.com)
<b>Instructional Total</b>								<b>1,219,461.90</b>	<b>1,194,048.23</b>					
104	Budget Request	Student Services	Center for Academic Support	Faculty/Staff	N	Student	This request is for \$10,028.20 for a Student receptionist/clerk in the Center for Academic Support at Brentwood to support daily operations of the tutoring functions.	10,028.00	-		10/14/2019	10/14/2021	Natalie Hannum	The Center for Academic Support at Brentwood will provide quality peer tutoring and reading and writing consultations opportunities to all students attending the Brentwood Center as well as students who attend courses at the main campus. The Student Receptionist/Clerk position will provide support to the Tutoring Program Assistant and is essential for student access to tutoring services. This position will assist in a variety of clerical duties including: making and canceling appointments, making phone calls, filing, photocopying, insuring students are connected with Tutors and Consultants, assisting students with computers, printing questions, answering general questions, and assisting the Program Assistant and Coordinator with special projects as needed. The Student Receptionist will provide important coverage during operational hours in assisting students as well as covering breaks periods. The additional coverage will help Tutors, Consultants, and the Program Assistant focus on students during tutoring sessions and while assisting students with other endeavors. The Center for Academic Support is requesting, 20 hours of student worker coverage per week during the Fall, Spring and Summer semesters. This request is based on minimum wage of \$13.00 (for 2020). Fall and Spring \$13.00 X 20 hours X 16 weeks = \$4,160. \$4,160 X 2 semesters=\$8320 Summer: \$13.00 X 20 hours X 16 weeks=\$1,560. Total Annual Cost= \$9,880 + workers comp at 15%=\$148.20=\$10,028.20.
117	Budget Request	Student Services	Athletics - Football	Operating	N	Equipment	Football Coaching Staff Head Sets	-	1,750.00		2/26/2020	2/26/2022	Chris Shipe - Richard Villegas	Currently are head sets are outdated (5 years old) and damaged. The coaching staff uses the head sets for communication during home/away football games. Football staff would like to go from comstar headsets to the TD-900 head sets. Yearly we send in our headsets for reconditioning/maintenance for \$800/ year.
192	Program Review	Student Services	Athletics	Faculty/Staff	N	Classified	Administrative Assistant for Kinesiology/ Athletic Complex	53,784.00	-		3/23/2020	3/23/2022	Tanisha Maxwell	Examples of Duties/Essential Functions Answers phones; transfers calls from inside and outside campus to appropriate person or department; takes and delivers messages. Receives and greets office visitors; refers them to proper persons and offices. Provides factual information regarding college or department courses, activities and functions. Administers the on-line personnel directory and hard-copy campus phone directory. Answers emergency calls, obtains all information and accurately reports and forwards to emergency services as needed. Creates and maintains office files, reports, bulletins, and correspondence; searches files and records for required information; Performs alphabetical and numerical sorting, electronic filing, and locating data. Keeps records and makes entries on standardized forms. Operates a variety of office equipment, including photocopier, calculator, and computer. Reports issues regarding office equipment or technology. Orders, receives, distributes and stores office supplies. Prepares and types form letters, labels, addresses, and other materials. Accepts postal deliveries, including special deliveries. Sorts and distributes incoming and inter-office mail; prepares shipments of interdepartmental mail to outlying district locations on a daily basis. Take and Pass the CCAA Compliance exam. Generate Athletic Schedules. Send Athletic Game Management guide and schedule to opposing colleges. Assist AD with meal money for teams Provide communication avenues among coaches and between coaches, the faculty, the staff, and other administrators Coordinate and arrange all travel for team's away games. Provide meal money paperwork to business office for respective team away games Assist AD working with admissions office to ensure student-athlete eligibility Assist AD with coordination and planning fall student-athlete orientation Operate a phone system. Operate office machines and learn office methods, rules and policies. Learn basic rules, policies and procedures of the office to which assigned. Understand and follow both oral and written instructions in an independent manner.
193	Program Review	Student Services	Disabled Students Program and Services	Faculty/Staff	Y	Faculty R/T-Box 2A	DSPS full time counselor at the Pittsburg campus.	-	-	Unknown Amount	3/23/2020	3/23/2022	Jeffery Benford/ Virginia Richards	DSPS student population is increased over past years. Additionally, within the DSPS student population, more students with mental health and Autism diagnoses are attending LMC. Students with those disabilities often require more ongoing counseling support from DSPS compared to students with other disabilities. Having an additional full time DSPS counselor will also help support evening faculty and students, giving the same level of support available for daytime students.
194	Program Review	Student Services	EOPS and CARE	Faculty/Staff	N	Faculty R/T	EOPS Adjunct Counselor Additional storage space is needed for the EOPS/CARE department that is easily accessible. We currently share the closet in room SS-412 with SSRP, BRAVO and CalWORKS. This room is not easily accessible due to the high numbers of classes scheduled each day. EOPS currently serves more than 700 student each school year. We provide school supplies, scantrons, EOPS bags, binders, and water bottles for each student. Additional storage space will allow us to provide services to students.	-	-	Unknown Amount	3/23/2020	3/23/2022	Jeffrey Benford	Use existing storage from another department.
195	Program Review	Student Services	EOPS and CARE	Operating	N	Facility Improvement	Additional storage space is needed for the EOPS/CARE department that is easily accessible. We currently share the closet in room SS-412 with SSRP, BRAVO and CalWORKS. This room is not easily accessible due to the high numbers of classes scheduled each day. EOPS currently serves more than 700 student each school year. We provide school supplies, scantrons, EOPS bags, binders, and water bottles for each student. Additional storage space will allow us to provide services to students.	-	-	Unknown Amount	3/23/2020	3/23/2022	Jeffrey Benford	

**Los Medanos College Expense Requests  
FY2021-22 Fall**

BRF#	Source	Unit	Department	Faculty / Staff / Operating / PD	Box 2A (Y/N)	Resource Type	Description	Base Amount	One Time Amount	Unknown Amount	Date Received	Expiration Date	Requestor	Justification
197	Program Review	Student Services	Office of Student Life/ International Students	Faculty/Staff	N	Student	International students come with unique challenges that domestic students do not have including compliance standards to meet their F1 Visa status. Furthermore, international students face stringent immigration requirements related to enrollment and academic success. For these reasons, specialized Counseling is vital to the success of international students. Peer mentors and student employees can support the efforts of the program through provision of campus tours, developing engaging activities and events that represent international student population, and providing opportunities for staff to engage in planning and committee work vital to the success of the program. As part of the marketing strategy identified by the Dean of International Education at the district, more agents and colleges/ university representatives will be brought to LMC campus for tours. The program needs the experience of current international students as well as peer mentors to support this marketing strategy plan. In addition, the contribution of the global peer mentors is not only invaluable but it is essential to the success of the program. It is estimated that the time commitment is approximately 5 hours per week during the regular spring/fall semesters. Time commitment will be increased to 10-15 hours per week during orientation and peak periods of the semester.	9,000.00	-		3/23/2020	3/23/2022	Dave Belman	International students come with unique challenges that domestic students do not have including compliance standards to meet their F1 Visa status. Furthermore, international students face stringent immigration requirements related to enrollment and academic success. For these reasons, specialized Counseling is vital to the success of international students. Peer mentors and student employees can support the efforts of the program through provision of campus tours, developing engaging activities and events that represent international student population, and providing opportunities for staff to engage in planning and committee work vital to the success of the program. As part of the marketing strategy identified by the Dean of International Education at the district, more agents and colleges/ university representatives will be brought to LMC campus for tours. The program needs the experience of current international students as well as peer mentors to support this marketing strategy plan. In addition, the contribution of the global peer mentors is not only invaluable but it is essential to the success of the program. It is estimated that the time commitment is approximately 5 hours per week during the regular spring/fall semesters. Time commitment will be increased to 10-15 hours per week during orientation and peak periods of the semester.
198	Program Review	Student Services	Office of Student Life/ International Students	Operating	N	Supplies	Support services including fieldtrips and provision of a robust orientation have been challenging due to not having a designated budget for international student programming.	10,000.00	-		3/23/2020	3/23/2022	Dave Belman	Inclusion of the International Students Program within the umbrella of Office of Student Life has presented challenges in applying funding towards specific activities and events allocated for this student population. International Students Program currently does not have an allocated budget therefore funds have been redistributed using Student Life funding. As a result, development of Student Life programming and activities has been impacted. In addition, programming and engagement of activities for International Students has been limited. Creating a budget allocation for the International Student Program will support the needs of the program and offer International Students opportunities to discover all the campus and Bay Area has to offer our visiting students. The Office of Student Life also acknowledges that our domestic students also need exposure and experiences beyond East Contra Costa County. Additional funding allocations to the program would allow for field trips in addition to specialized programming that can work towards expanding world views and increase opportunities for dialogue.
199	Program Review	Student Services	Office of Student Life/ International Students	PD	N	Conference/Meeting, Online Learning, Materials/Supplies, IT Hardware/Software	Office of Student Life, International Students, and Food Pantry	-	8,000.00		3/23/2020	3/23/2022	Dave Belman	Pending hiring of new Sr. Program Coordinator in Student Life and new staff for the Student Union, professional development will be needed in order to better understand targeted student populations on campus and the needs of the LMC community. Annual conferences afford staff an opportunity to network and identify best practices in the area of Student Leadership, Equity, Student Affairs, International Students, etc. A formalized professional development plan is in process of creation and will be completed by the end of summer in 2020 to identify small scale development opportunities during the spring semester and progress to a larger scale conference in the fall focusing on social justice and multicultural programming. NAFSA is the most recognize organization supporting International Educators in the work of International Students Programming. They host an annual conference that highlights current and outdated legislation impacting F1 students. In addition, annual membership to the organization provides access to handbook, online training, listserv and networking, etc. Other opportunities will be explored for faculty, staff, and administration in order to increase campus wide awareness and understanding of the opportunity for engaging international students in the college experience in a meaningful way as well as the challenges that international students face to work towards culturally-appropriate interventions and support for their learning.
205	Under Review	Student Services	Transfer and Career Services	Faculty/Staff	N	Student	Student Ambassador Funding Restoration. Please see word document "Transfer Career RAP Proposal Spring 2021" for expanded request description and details. Student Ambassador.  FTE:3840 hours Funding: SEA	55,680.00	-		3/30/2021	3/30/2023	Rachel Anicetti	Funding would allow for restoration of desk coverage at the Pittsburg campus, and drop-in support at the Brentwood Center when Student Services building returns to full capacity, and in the interim and transitional periods would allow for funding to create student ambassador support centers in outdoor spaces on campus, peer support systems like live chat and call centers, and assisting with guiding the capacity and flow of limited-capacity spaces. Student Ambassadors fully staffed the Transfer & Career desk before campus closure. Current funding does not allow for this. Beyond front desk student support, Student Ambassadors have provided student assistance, guidance, provided direction, and acted as a warm hand off in identifying resources. Student Ambassador support has been identified as a crucial component to developing creative and mobile support systems in the college's return to campus student support. Prior to campus closure, student ambassadors fully staffed the front desk of Transfer & Career Services in Pittsburg and drop-in support at Brentwood, providing reception support but also acting as the "Welcome Desk" of the Student Services second floor- answering general questions, connecting students to additional resources, navigating students across campus, and providing basic technical assistance for computer and printer use in the open lab area. During remote support, student ambassadors have led live chat peer assistance, application support in zoom sessions, and social media marketing and content development. Without restoration of funding, Transfer and Career Services will be forced to limit its front desk hours of operation, or reduce coordinator-led activities and projects (such as application support workshops, career exploration and assessment sessions, and employer information sessions) to provide front desk reception. a. Total number of hours: 3840 (80 hours of ambassador support/week for 48 weeks, including one hour weekly training)
206	Under Review	Student Services	Outreach	Faculty/Staff	N	Student	Student Ambassadors. Restoration of Welcome & Outreach Services Student Ambassadors: Student Ambassador  Funding Source: SEA	55,680.00	-		3/31/2021	3/31/2023	Nicole Almassey	2021 Version 1 Page 2 of 3 Student Ambassadors provided significant support to Outreach and Welcome Services functions prior to the COVID-19 transition to fully remote services. Student Ambassador support is a crucial component to student success and will support LMC's enrollment strategies and Guided Pathways implementation. Student Ambassadors support staffing at the Information Desk and Welcome Center where they provided student assistance, guidance, direction, and act as a warm hand off in identifying resources. They also provide regular assistance with email, chat, Zoom sessions, tabling at high schools and events, support in workshops, staffing at High School Senior Saturdays, assistance with providing campus tours, and the like. Student staffing is critical for fully providing these Outreach efforts due to the simultaneous nature of many Outreach activities occurring at different locations, i.e. tabling at 3 High Schools during lunch hour while a presentation is occurring at a different site, or for large-scale events/needs, i.e. Semester Start-up and High School Senior Saturdays. The 80 hours between the two locations will adequately cover the external activities, internal activities and one-hour of weekly training. Activities will be planned for face to face, hybrid and fully online formats.
222	Under Review	Student Services	Library	Faculty/Staff	N	Student	Library Student Workers - Pittsburg . Student workers at the Pittsburg campus Library to support in person services.	17,024.00	-		9/30/2021	9/30/2023	Christina Goff	In order for the Library to function smoothly and provide a consistent level of support to students we require two people to staff the Circulation Desk during open hours. Prior to the closure in March 2020, the Library employed one student worker per every open hour, 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. With the return to on site instruction and the reopening of the Library on the Pittsburg campus, we are only able to fund a student worker for two of the ten hours we are open per day. This has placed the burden of staffing the Circulation Desk on our two Senior Library Technicians and does not allow either of them appropriate time off the desk for non public facing duties or breaks. 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, which include additional, necessary covid-19 sanitation procedures and standards. With the new vaccine mandate being put in place by the district, Library staff will be tasked with verifying vaccination status of each individual as they enter the library. Currently, there are between 200-300 people using the library in person each day. Without additional personnel to staff the Circulation Desk and provide the services mentioned above we cannot provide adequate support to our users while implementing the additional screening protocols. We are requesting 32 hours of additional student coverage per week for Fall, Spring, and Summer semesters. Calculations: Fall semester: \$14.00 x 32 hours x 16 weeks = \$7,168 Spring semester: \$14.00 x 32 hours x 16 weeks = \$7,168 Summer: \$14.00 x 32 hours x 6 weeks = \$2,688 Total = \$17,024

**Los Medanos College Resource Requests**  
FY2021-22 Fall

BRF#	Source	Unit	Department	Faculty / Staff / Operating / PD	Box 2A (Y/N)	Resource Type	Description	Base Amount	One Time Amount	Unknown Amount	Date Received	Expiration Date	Requestor	Justification	
239	Under Review	Student Services	Brentwood Library	Faculty	N	Faculty Adjunct	Brentwood Adjunct Librarian Hours. Adjunct Librarian hours for the Brentwood Library Learning Center	17,012.00	-		9/28/2021	9/28/2023	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	
240	Under Review	Student Services	Brentwood Library	Staff	N	Classified	Brentwood Library Technician .5 Library Technician for Brentwood Library Learning Center. Library Technician, Salary Grade 48. FTE .5	32,360.00	-		9/28/2021	9/28/2023	Roseann Erwin	In 2015, in response to the ACCIC's accreditation recommendations, LMC committed to providing a dedicated library space in its new Brentwood Center in order to resolve inequitable levels of service between the Pittsburg and Brentwood locations. In 2016, while the space was being designed, librarians, management, and The Center for Academic Support agreed that the new Library Learning Center (LLC) required the addition of new classified staff in order to operate. Results from the most recent Brentwood Student Support Services Survey in 2018 showed that "Library" was still one of the top mentioned categories in response to Question 7, which asked students which additional services were needed on campus. The opening of the Brentwood Library Learning Center is imminent, and this space needs to be staffed. A classified position is required to oversee and ensure maintenance of the Library's regular and reserve collections as well as schedule and provide line-of-sight and oversight to student workers who support Library Services and staff the Center's Information Desk, as well as supervise LLC activity and enforce policies, such as social distancing rules. Union contract obligations place these duties largely outside of a faculty librarian's job. Additionally, the Brentwood Librarian has instructional, department, and college commitments that make it impossible for her to be physically present and supervising the Library Learning Center during all of its open hours. In 2019, the Library lost a .5 classified position with the retirement of Camme Benzler, our Senior Administrative Assistant. The remaining 2.0 classified staff provide a bare minimum to keep the Pittsburg Library open and cannot be stretched to a meaningful impact in Brentwood. Therefore, this .5 Library Technician position is not a net-new level of staffing for the Library but rather a restoration of the previous level while expanding our services to required levels at Brentwood. The planned and expected expansion of Library Services is necessary to a functioning satellite center that supports student success.	
244	Under Review	Student Services	Library	Faculty	N	Faculty Adjunct	Librarian Support for Cybercession. Adjunct Librarian hours to provide reference services and curriculum development support during	1,551.00	-		9/28/2021	9/28/2023	Christina Giff	The current funding level for adjunct librarians is based on providing library services at a single location and during the traditional school semesters.	
246	Under Review	Student Services	Student Services	Operating	N	Service/Contract	Ocelot Live Chat Licenses. Purchase of additional Live Agent licenses in order to implement Ocelot Live Chat.	-	7,500.00		9/1/2021	9/1/2023	Dave Belman	This is a request for HEERF funding for Ocelot Live Chat licenses for LMC (and the District's) new web chat system. The District contract with Ocelot included 41 Live Chat Agent licenses for LMC. However, after identifying all of the LMC departments (8 departments) that will be utilizing Live Chat and the number of "Agents" that each department has, we are in need of a total of 51 Live Chat Agent licenses. As such, we need 10 additional Live Chat Agent licenses. (Note that for accountability and contractual purposes, each employee using Live Chat must have their own Live Chat Agent license – people cannot share an account). Ocelot sells licenses in packs of 25 for \$2,500 per year. Therefore, we will need to purchase 1 pack. Additionally, Ocelot can bill us for these licenses now for the current 3-year period of the District contract with Ocelot. Total Request: \$7,500 (will purchase the additional licenses needed for the three-year period) Ocelot has scheduled the Live Chat implementation trainings for September 14-16. Therefore, we will need a determination on this by September 10, so we can properly inform the folks who will be trained and set-up the agents in the system before the training. Please let me know if you have any questions or need anything further on this.	
<b>Student Services Total</b>								<b>262,119.00</b>	<b>17,250.00</b>						

	<u>Base Amount</u>	<u>One Time Amount</u>
RAP TOTAL	2,521,283.14	1,254,798.23
	<u>Grand Total</u>	\$ 3,776,081.37