

**Los Medanos College Resource Requests**  
**FY2024-2025**  
Updated 3/13/2025

BROW	Unit	Department	Resource Need (Personnel / Operating / PD)	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
322	Administrative	Business Services	Personnel	Classified	Additional Account Clerk in Cashier Office/ EMP Goal #1, #2, #5 The Cashier provide general operation cashier functions for the entire college. As a result of a recent cash handling audit, this function/department was moved to the Business Services Office. However, no additional support or resources were provided when the position was transitioned from Admissions and Records or as a result of additional services being migrated from other departments to completed through the cashier's office. This request seeks one FTE of an Account Clerk to be able to meet increased service needs in the cashier's office based on departmental demand.	Fund 11 & Fund 12 (EOPS/NEXTUP as appropriate)	87,713	-	9/29/2023	9/29/2025	Jinpa Tharchin	The Cashier provide general operation cashier functions for the entire college. As a result of a recent cash handling audit, this function/department was moved to the Business Services Office. However, no additional support or resources were provided when the position was transitioned from Admissions and Records. In addition, as a result of a cash handling audit the function of cash handling and ticketing for athletic events has moved to the cashier department as well from other departments. Now with the additional funding that has been provided to students through financial aid, EOPS, Care, Basic Needs, and Nextup the single cashier is no longer complete the existing functions of the office without shutting down student facing services for significant time periods. The distribution service of gift cards, checks have been moved to the cashier's office as these are identified as cash transactions and require proper fiscal controls and without additional support to provide this service the department can not provide adequate support.
415	Administrative	Maintenance & Operations	Personnel	Classified Grounds Worker, Lead	With the opening of the new Brentwood Center there is a need for a new permanent grounds worker to maintain the grounds at the Center. This request is for 1 additional FTE of a Grounds Worker Lead to be primarily assigned at the Brentwood Center and assist with the Pittsburg location as needed for coverage.	Fund 11	85,828	-	10/2/2024	10/2/2026	Jarro Holcombe	The Grounds Department is responsible for upkeep of the college's outdoor spaces, including lawns, trees, shrubs, flowers, and irrigation systems. This work affects the overall appearance of the campus and the outdoor learning environment for students. The opening of the new Brentwood Center added to the department's workload without additional staff or resources. Due to insufficient manpower at Brentwood, LMC Pittsburg has relied on overtime to partially maintain the campus, resulting in \$30,000 of overtime costs for the 23/24 fiscal year. While the overtime has had minimal impact on the overall aesthetics of the campus, a full-time employee is necessary to significantly enhance the exterior appearance of the site.
416	Administrative	Maintenance & Operations	Personnel	Classified Equipment Maintenance Worker	With the opening of the new Brentwood Center, KAC and Student Union there is a need for a new permanent Equipment Maintenance Worker to maintain the new buildings at the Pittsburg location and the new buildings at the Center. This request is for 1 additional FTE of a Equipment Maintenance Worker to support the Pittsburg location and the Brentwood Center as needed.	Fund 11	83,737	-	10/2/2024	10/2/2026	Jarro Holcombe	The Maintenance Department is tasked with maintaining and repairing the buildings and their systems. This work directly impacts the educational environment experienced by our students and can impact their success. When the new Brentwood Center, KAC and Student Union opened this increased the amount of square footage that was added to the department's daily mission. This new 120,000 gross square footage (GSF) was added without any additional staff or resources to maintain the buildings limiting the ability of the buildings to offer their services to students consistently.
417	Administrative	Maintenance & Operations	Operating	Facility Improvement	To ensure a safe and conducive learning environment, we propose replacing all student furniture in the library. This will include chairs, tables, and desk spaces. A committee will be formed to evaluate our campus's current and future needs and select furniture that aligns with these requirements. Areas to be considered include the main library, conference rooms, and breakout spaces.		-	394,952	10/2/2024	10/2/2026	Jarro Holcombe	The Maintenance & Operations Department is requesting funds to replace all student furniture in the library, including chairs, desks, and tables. This replacement is necessary to ensure the safety of the learning environment. Additionally, much of the current furniture is over 20 years old and no longer complies with California college regulations. This outdated equipment poses safety risks to students and staff, and it hinders the college's ability to provide a modern and comfortable learning environment. By replacing the furniture, the college can improve student satisfaction, increase productivity, and enhance its overall reputation. This request is in line with Goal 5: Strengthen institutional effectiveness and streamline operational processes.
418	Administrative	Maintenance & Operations	Operating	Facility Improvement	To ensure a safe and conducive learning environment, we propose replacing all student furniture in the science building. This will include chairs, tables, and desk spaces. A committee will be formed to evaluate our campus's current and future needs and select furniture that aligns with these requirements. Areas to be considered include the main library, conference rooms, and breakout spaces.		-	366,169	10/2/2024	10/2/2026	Jarro Holcombe	The Maintenance & Operations Department is requesting funds to replace all student furniture in the science building, including chairs, desks, and tables. This replacement is necessary to ensure the safety of the learning environment. This outdated equipment poses safety risks to students and staff, and it hinders the college's ability to provide a modern and comfortable learning environment. By replacing the furniture, the college can improve student satisfaction, increase productivity, and enhance its overall reputation. This request is in line with Goal 5: Strengthen institutional effectiveness and streamline operational processes.
419	Administrative	Maintenance & Operations	Operating	Facility Improvement	To ensure a safe and conducive learning environment, we propose replacing all student furniture in the math building. This will include chairs, tables, and desk spaces. A committee will be formed to evaluate our campus's current and future needs and select furniture that aligns with these requirements. Areas to be considered include the main library, conference rooms, and breakout spaces (Note: Original requested amount was 287,919 but 150k Unrestricted RAP funds approved FA24 through SGC)		-	137,919	10/2/2024	10/2/2026	Jarro Holcombe	The Maintenance & Operations Department is requesting funds to replace all student furniture in the math building, including chairs, desks, and tables. This replacement is necessary to ensure the safety of the learning environment. This outdated equipment poses safety risks to students and staff, and it hinders the college's ability to provide a modern and comfortable learning environment. By replacing the furniture, the college can improve student satisfaction, increase productivity, and enhance its overall reputation. This request is in line with Goal 5: Strengthen institutional effectiveness and streamline operational processes.
427	Administrative	Information Technology	Operating	IT Hardware/Software	The computers in the Pittsburg Mustang Center/Assessment room (55318) are currently serviced with PCs exceeding 10 years of deployment. They are past the manufacturer's supported life cycle, unapproved for current software advances, and operate demonstratively slow for students. Goal 2 is direct in language to maintain technology infrastructure to support student services. Purchase of 29 new generation PCs for Pittsburg campus to replace existing systems in the Mustang Center/Assessment room 55318.		-	40,000	10/4/2024	10/4/2026	Carl Chiu	The latest generation PC model replacement will support a planned longevity (LMC Tech Plan 2022-2028) for computer and network service life cycles, with modern improvements in speed of compute and visual production, while additionally rated for better energy consumption management. These new systems also support the latest security requirements for Windows11 and on from that version level. Students will experience a multi-generational improvement in using this new PC fleet for their needs versus the existing aged systems currently in production. This price estimates a benchmark purchase at \$1300 a unit with tax, and a rounded 5% contingency on the project. Windows11 licensing is included, and the LMC IT Department will deploy the technical labor services.
<b>Administrative Total</b>							<b>257,278</b>	<b>939,040</b>				
239	Instructional	Brentwood Library	Personnel	Faculty Adjunct	Brentwood Adjunct Librarian Hours. Adjunct Librarian hours for the Brentwood Library Learning Center	Fund 11	17,012	-	4/27/2023	4/27/2025	Roseann Erwin	As of now, all Brentwood librarian services are provided by the Brentwood Librarian, a Box 2A position that is funded for Fall and Spring semesters only. With the opening of the new library Learning Center, this means that, without additional adjunct funding, the new library space at Brentwood will be without a Librarian on site during the entire summer. Our request for 6 hours per week of librarian coverage during summer will provide a minimal but important faculty presence to deliver reference and instruction services to Brentwood classes. An additional 4 hours per week for Fall and Spring semesters provides Librarian coverage while the Brentwood Librarian teaches library orientations and attends to department and college service obligations such as department and committee meetings. Summer hours: \$80.00 x 6 hours x 6 weeks = \$2880 Spring and Fall hours: \$80.00 x 4 hours x 16 weeks x 2 semesters = \$10,240 Subtotal = \$13,120 Estimated Benefits = \$3892.42 Total = \$17,012.42
294	Instructional	Ethnic Studies Institutional Racism Taskforce	Personnel	Consultant/Trainer	Hire a consultant to assess the delay in starting the Social Justice/ Ethnic Studies department and Ethnic studies hire.		-	50,000	3/22/2023	3/22/2025	Mark Lewis	Although the Academic Senate does not have a program review, it does share share in the responsibility of ensuring that the educational master plan is being implemented. When Academic Senate identifies areas where it can lead and support items in the Educational Master Plan that requires funding, then RAP becomes one of its only paths to do so. Academic Senate feels strongly that engaging in this work supports Goal 1, objectives 1.2 and 1.3. Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice 1.2 Create and enhance multiple, ongoing opportunities for dialogue, engagement, and community-building; develop action plans that implement equity-focused, anti-racist, inclusive practices. 1.3. Review policies, procedures, outcomes, and operations to identify and eliminate any inherent biases or inequities; actively work to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices. Since the tenure of many full-time faculty members, there have been limited or no formal assessment of policies, procedures, outcomes, and operations to identify and eliminate any inherent biases or inequities. Goal 1.3 calls for "active work" to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices. One way the college can actively engaged in this work is through funding the institutional racism assessment. This case study will illicit a beginning to active work and pave a pathway for future analysis that will truly help the college to incorporate principles of diversity, inclusion, equity, and anti-racism throughout all institutional practices that will have major impacts on all levels of the college, from student experiences to those of our faculty, classified staff, and management.
295	Instructional	Math	Operating	Equipment	See attached quote options including taxes and shipping. 4 Bloc Sun Benches \$15776, 8 Bloc Sun Benches \$28820, 10 Bloc Sun Benches \$35179. Maintenance costs for hours to install benches and cost of artificial turf or sand up to \$5000. Total cost range: \$15776 to 40179.		-	15,776	3/23/2023	3/23/2025	Julie Von Bergen	The college needs to assist student with staying on the math pathway (Guided Pathways Pillar 3) in order to meet metrics and goals for the Student Centered Funding Formula (SCFF). Student Success dashboard, Vision for Success goals, and regularly measured by PPIC studies. As reported in Comprehensive Program Review, the Math department and other programs have seen sharp declines in productivity as a result of the Covid-19 pandemic. The Math department is working to provide resources such as tutoring in the Math Tutoring Center (Math Lab). We want the campus environment to be welcoming and provide spaces for students to study outdoors, with comfortable furniture inviting students to stay on campus near the math building after their classes end. Feedback from students through surveys and recent forums overwhelmingly says that students want the campus environment to be more welcoming and provide more spaces for studying and socializing.
313	Instructional	Chemistry	Personnel	Faculty / Student Hourly	Chem 25 Preparatory Workshop is a hands-on workshop held prior to the start of the semester to serve incoming Chem 25 students from both Pittsburg and Brentwood campuses. This workshop is a 6-hour (1 day) session that primarily involves brief survey on fundamental topics that will be covered in Chem 25 coupled with interactive problem-solving activities. Experiment demos are also conducted to invite interest from students and provide them some hands-on experience in the lab. Students are also given the opportunity to work together during break-out activities and get to know their peers. Past pre-semester workshops/boot camp had been instrumental in helping students succeed in Chem 25 that we plan to continue offering it every semester should we secure permanent funding. This workshop aligns with our EMP in three ways: Goal 1: To strengthen a culture of equity, diversity, inclusion, and racial justice - One of the key factors to the success of this workshop is the welcoming and inclusive atmosphere that our participants experience. Student participants begin to establish connections with their peers and their instructors early on and feel a greater sense of belonging. Goal 2: To increase and maximize equitable opportunities for students to successfully complete courses - This workshop provides students a brief but relevant course overview that will enable them to identify the topics that they need to focus on during the semester and successfully complete the course. Goal 4: To better support students in accomplishing their academic goals - Early and better preparation for a course is usually equated with its successful completion. With the successful completion of Chem 25, students will move a step closer towards obtaining their transfer credits and/or associate degree. Partial funding to this workshop is acceptable if funds are limited. We currently tap our STEM program to financially support our FT faculty, student assistants, and food/refreshments but would need support to pay our PT faculty lecturers and the chemicals/consumables in our demo experiments.	Fund 11	2,000	-	3/30/2023	3/30/2025	Girlie Sison	The workshop is run once each semester and will require a few hours from our faculty and student assistants. The following roles are identified. - The principal facilitator will prepare agenda and handouts for the students, set up demo experiments, brief faculty and student assistants regarding workshop logistics and activities, and conduct a post-workshop evaluation survey from student participants. (PT Faculty OAS - 12 hrs @ \$800) - All lecturers (PT and PT faculty) will discuss a brief overview of each topic and guide students during problem-solving activities. (PT Faculty OAS - 3 x 6 hrs @ \$900) - The student assistants will help in the preparation of demo experiments and lead/present the demo on workshop day. They will also assist or work with students during break-outs and problem-solving activities. (Student Assistant fees - 3 x 6 hrs @ \$300)  As stated in the Chemistry Program Review 2022-2023, the pre-semester Chem 25 workshop/boot camp had shown great success in helping students succeed in Chem 25, boasting a 9% increase in course completion and 14% increase in course success. This workshop provides Chem 25 students a jump start for the semester as it encompasses demonstrations that impact the learning of workshop participants and student assistants while working collaboratively during problem-solving, demo, and molecular model building activities. With these very encouraging numbers and impact on learning outcomes, we would like to continue this effort and need permanent funding.
318	Instructional	Center for Academic Support	Personnel	Classified-Range 52	Program Assistant- Brentwood and Pittsburg This request is for a Program Assistant for the Center for Academic Support to assist with Reading and Writing Consultation and peer tutoring services for Brentwood and Pittsburg delivered in-person and on-line. This request asks for a 20 hour per week position for 10 months per year to assist the Program Coordinator with oversight of daily operations of the Center, which includes assisting students with our services. This position will provide supervision student tutors as well as assist with new tutor training.	Fund 11	2,411	-	4/6/2023	4/6/2025	Sandra Mills	A Program Assistant is needed to assist with daily oversight of operations in the Center for Academic Support for both Pittsburg and Brentwood, which includes supervision of student tutors. This position assists students with our services at both sites and helps students access services in-person and on-line. A Program Assistant allows the Center to offer increased hours and services, and will enhance our ability to be flexible in the delivery of these services. This position will also allow us to be innovative in how we deliver our services. Given that our data shows that high impact student support significantly improves student success, this position is important to maintaining and improving our services. Support for this assertion is shown through an examination of our disaggregated data. This data shows that disproportionate impact can be significantly improved by student use of high-impact 1:1 support. AB 705 and our acceleration efforts at the college have not improved equitable outcomes in our courses as much as we had hoped, which is disappointing and troubling because we care deeply about equity. It will be important to invest in high impact, wraparound services, like the Center for Academic Support, and provide these services to as many students as possible. In addition, this position will also be responsible for data collection, marketing services, assisting with special events, and completing clerical duties.

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326	Instructional	Library	Personnel	Classified	Library Technician / Pittsburg campus Goal 2: Increase and maximize equitable opportunities for students to successfully complete courses and programs. Goal 4: To better support students in accomplishing their academic and career goals. Goal 5: Effectively utilize institutional resources to meet the needs critical to the	Fund 11	62,812	-	10/1/2023	10/1/2025	Christina Goff	With the p[ermanent move of one full time Senior Library Technician from the Pittsburg Library to the Brentwood campus, we need a full time Library Technician in order to restore Pittsburg Library evening operating hours. We have been operating on a reduced schedule and want to resume supporting students who need our space and services in the evening. Reassigning a Senior Library Technician to the Brentwood Center directly supports our Program Review Goal 1: Equitable library resources and services in Brentwood, but reduces our classified staffing level to one FTE in Pittsburg. We had temporary approval for part time hourly Library Assistants to assist in our operations, but require another full time classified professional in Pittsburg to meet the needs of the Library. The Brentwood Library Learning Center opened in Fall 2022 and is currently open 28 hours per week. One of the Senior Library Technicians was transferred from the Pittsburg to Brentwood campuses beginning Fall 2022, with one-time RAP funds used to backfill some of the employee's hours at Pittsburg with temporary Library Assistants. The decision was made in April 2023 to permanently reassign the Senior Library Technician to the Brentwood Center. This creates a need to fill the 1FTE classified professional position that had been assigned to the Pittsburg campus. After reviewing the needs for the department, it was decided the position classification of Library Technician would be most appropriate.
333	Instructional	Art, Humanities, and Philosophy Department	Operating	Facility Improvement	60 chairs for instructional use ceramic and sculpture labs/ Goal 5 CC3-316/327 – The chairs in the ceramic and sculpture studios were recycled from nursing and are showing some wear and tear, we would like to replace 60 chairs that are shared amongst both studios. This aligns with our program review "Maintain safe and effective labs through appropriate resources; ... classroom and office furniture..."		-	33,000	9/27/2023	9/27/2025	Eric Sanchez	CC3-316/327 – The chairs in the art studios lab have been recycled from nursing when they used to be located on the 4th floor of the college complex. (For example we have some that are covered in another material or tarp to be usable for students) We have discovered that this style of store works effectively for the ceramics program, and we would like to continue having something comparable for that lab. Excerpt from Program Review: Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5): Maintain safe and effective labs through appropriate resources; classroom technology, window coverings, lighting, podium projector and sound stations, classroom and office furniture, props and supplies for instructional materials for demonstration and lectures.
346	Instructional	Biology (Brentwood)	Personnel	Student Hourly	This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand, expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. Student Worker		-	5,000	9/28/2023	9/28/2025	Sandhya Bhatnagar	This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand, expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. This request is for funds for hiring more student workers till I get more support staff.
350	Instructional	MESA	Personnel	Classified	MESA Program Administrative Assistant III/ EMP 1.1,1.5,2.1,2.3-2.5,3.2, 3.3,4.1-4.4,5.1 Increase of MESA Administrative Position from 50% to 100% permanent, paid by MESA	State MESA Grant	88,141	-	10/5/2023	10/5/2025	Briana McCarthy	Currently MESA has a full-time director and a temporary 50% part-time administrative assistant supporting 400+ students. We would like to request a permanent full-time administrative assistant paid for by our expanded grant funds. In FY 23-27, we have a budget of \$1.7+ million.  With this ongoing money and the ability to enhance support for our students in the program, we have an urgent need to increase our staff to grow capacity and bolster support. This hire would come at no cost to the college, as it would be funded entirely by MESA monies. MESA is a model program for Guided Pathways and the backbone of the STEM pathway at Los Medanos College. We have been implementing strategic success interventions for our 14+ years at LMC. With recent increases in funding, we hope to grow in our Guided Pathway Success strategies as well to help serve our students and the college's goals. MESA serves both MESA only students and STEM students in our center for tutoring, workshops, and other course support services. Our success in part can be demonstrated through application and transfer data. In Spring 2023, 40% of UC applications from LMC were STEM and the majority of those applications were MESA. MESA also successfully transferred 65 students to 4 year universities in SP2023. Historically, the course success rate of MESA students (81% in Spring 2023) has been higher than that of the college, which is notable considering the coursework for a STEM major is considered particularly rigorous. MESA currently serves 400+ students as members of the learning community. However, our tutoring center, workshops and outreach serve a greater STEM student body. We are the STEM hub and center of the STEM Pathway of the campus. Our administrative assistant not only maintains our records for our state contracts, but also our STEM events including but not limited to STEM symposium, STEM Jam, STEM tutoring, MESA Speaker Series, Transfer Workshops, and MESA Retreat. Per our state grant, each of our students must maintain a permanent contract and paper file while in our community. There are often times in which our administrative support needs to work overtime to meet all of our needs in our community. Lastly, with more thorough administrative support, we hope to enhance our ability to support college goals and prioritize Black student success, as is called for in the 22-25 LMC Student Equity Plan. A large part of tracking retention and success is managing applications, contracts, and data and maintaining an up-to-date cohort list for a 400+ student program, which is performed by the administrative assistant.  In order to maintain our current functions, but grow to our potential as our funding expands, we request to have full time administrative support for our MESA program.
361	Instructional	Fire Technology	Personnel	Classified	Fire Academy Coordinator (Project Coordinator II (Prof Expert) 40)/EMP Goal #3 & #4 The previous fire academy coordinator recently retired. The current fire tech chair already has a full instructional load and while the chair is able to support a new Fire Academy Coordinator, the chair doesn't have the load available to do coordinate the program. Additionally, the chair is currently coordinating efforts for the dual enrollment fire tech courses which due to multiple changes in faculty availability throughout the semester, makes it untenable to coordinate both dual enrollment, which are primary to the chair's role, as well as the fire academy.		-	64,911	10/6/2023	10/6/2025	Dennis Franco	The California State Fire Training Accredited Regional Training Program standards require that the College appoints an administrative officer with a minimum of five years of fire service experience to manage the Fire Academy. While the fire tech department chair meets that requirement, he does not have the capacity given his current duties and assignments to coordinate the fire academy and due to this limitation, hasn't coordinated the program for several years. By hiring a coordinator that works in cooperation with the fire tech chair to manage this highly technical and regulated program, additional funds are needed to have lead supervision on the Contra Costa Fire Protection District (CCCFPD) training grounds at all times throughout the Academy and to ramp up both recruitment for the Academy as well as assigning lead instructors and assistant instructors to each specific Academy evolution such as auto extraction, wild land fire training, etc. This will ensure compliance not only with Cal Fire requirements but also with our contract with our CCCFPD partners.
367	Instructional	Child Development	Personnel	Classified /Student	Early Childhood Educational Specialist three of them for 7 weeks (Classification:58/0.14 fte) Student workers: 1568 hrs EMP#15Strengthen a culture of equity, iversity, inclusion, and racial justice. And on Page 37 of the EMP from The Environmental scan where it says: Expand childcare services at times that courses are scheduled. From a survey completed this semester 76% of the families of the Child Study Center would like the center to be open for the summer while they continue with their coursework. Of those families 78% are POC and 26% specifically are Black/African American. We know that providing childcare for parents who are students supports their success with their coursework. We are proposing a 6-week summer session that aligns with the 6 week summer school session. The EMP goal number 1.4: "To utilize data to identify practices, prioritize actions, and allocate resources that address institutional inequities and achievement gaps for Black, indigenous, people of color (BIPOC), minoritized/marginalized, disproportionately-impacted, and historically underserved/under-represented groups." In addition in the EMP with environmental scans it reads, "Expand childcare services at times that courses are scheduled." Our program review goal that aligns with this request is: To offer a summer childcare program using classified professionals and student interns.		64,434	-	10/1/2023	10/1/2025	Angela Fantuzzi	Both the college per the EMP and the ECE department per program review wants to increase the time that we are offering childcare during school sessions. This means adding a summer school program. In addition, our families have expressed a need for this service. Based on the survey data, to serve these families, we would need the following child care spaces: An infant care program that accommodates 7 infants, however we would have 8 with this funding which will allow a new family to enroll in the infant program. A toddler and preschool program that accommodates 30 toddler and preschool children, however we would have 36 spaces which would allow 6 new families to enroll their children in the toddler preschool program. To be able to accommodate this need we would need to be able to hire: 3 Early Childhood Educators Classified Professionals 13 student interns that work 20 hours per week. The total employment cost would be \$64,434 The total income from tuition would be: \$34,960 The balance would 29,474
377	Instructional	Library	Personnel	Student	Library Student Workers - Pittsburg EMP2.3, 2.4 Student workers at the Pittsburg campus Library to support in person services. We cannot maintain library services without adequate and stable staffing levels. Student Library Clerk	Fund 11/OTHER	24,552	-	10/4/2023	10/4/2025	Christina Goff	In order to function smoothly and provide a consistent level of support to students we require at least one student worker to staff the Circulation Desk during every open hour. They work alongside our Sr. Library Technician. This funding request would allow for us to have a consistent, stable source of funds for our student workers. We would supplement with Federal Work Student money to hire a second student per hour during hours of higher use and traffic. Prior to the closure in March 2020, the Library employed one student worker per every open hour for a total of 56 hours per week, a standard that had been in place since Fall 2010. This allows for the staffing of one Sr. Library Technician and one student worker at the Circulation Desk for each open hour. During the closure our student worker budget was reduced to a level supporting less than 2 hours per week of student support. Once we reopened, the budget remained at that level and we have been supplementing with Federal Work Study money. This limits the students we can hire and the amount we can spend. Currently, the Library's student worker budget covers both the Pittsburg and Brentwood locations. Please note there is a separate RAP request for Brentwood Library student workers. We need funding to support both locations. Student workers staff the circulation desk, assist with checking books in and out, help students find books in the stacks, and assist students with technology related questions such as computer, printer, copier, and scanner use. Student workers also provide support for collection maintenance by shelving books, shelf reading, and inventory. Student workers support the daily opening and closing procedures of the library. We are requesting ongoing funding for 45 hours of additional student coverage per week for Fall and Spring semesters and 24 hours weekly for Summer. Calculations: Fall semester: \$15.50 x 45 hours x 16 weeks = \$11,160 Spring semester: \$15.50 x 45 hours x 16 weeks = \$11,160 Summer: \$15.50 x 24 hours x 6 weeks = \$2,232 Total = \$24,552
378	Instructional	Library–Brentwood	Personnel	Student	Library Student Workers for Brentwood EMP 2.2, 2.3 Student workers to support Library operations at the Brentwood Library are critical to providing equitable library resources in Brentwood, which is Goal 1 in our 2023 Program Review. Student Library Clerk	Fund 11/OTHER	18,104	-	10/4/2023	10/4/2025	Christina Goff	Student workers are critical to keeping the Brentwood Library open and operational. There are no existing ongoing budget funds for student Library workers at Brentwood. While we can pull from the Pittsburg budget, it is insufficient and on track to deplete before the year is over. We have been left with the Federal Work Study (FWS) option. Using FWS funds has proved to be extremely time consuming, unreliable, and unsustainable. We are constantly struggling to fill the gaps in the schedule so the Senior Library Technician can take the meals and breaks they are entitled to, attend department and committee meetings; and have time "off-desk" in order to fulfill all of their other duties. We are requesting 32 hours of coverage per week in Fall and Spring. For Summer, we are requesting 24 hours of coverage per week. Fall Semester: \$15.50 x 32 hours x 16 weeks = \$7936 Spring Semester: \$15.50 x 32 hours x 16 weeks = \$7936 Summer: \$15.50 x 24 hours x 6 weeks = \$2232 Total: \$18,104
379	Instructional	Library–Brentwood	Personnel	Faculty R/T/Adjunct Faculty	Adjunct Librarian/ Summer Brentwood Adjunct Librarian Hours. EMP 2.2, 2.3 Adjunct Librarians provide Library instruction for onsite classes and reference support for both Brentwood students and online students who come to Brentwood for in-person services.	Fund 11/OTHER	6,915	-	10/4/2023	10/4/2025	Christina Goff	As of now, all Brentwood librarian services are provided by the Brentwood Librarian, a Box 2A position that is funded for Fall and Spring semesters only. There is no funding for a Librarian to be on site during the entire summer. Our request for 12 hours per week of librarian coverage during the Summer will provide a minimal but important faculty presence to deliver reference and instruction services to Brentwood classes. Summer hours: \$79.00 x 12 hours x 6 weeks = \$5,668 Estimated Benefits = 22% Total = \$6914.96
381	Instructional	Library–Brentwood	Personnel	Faculty R/T	This request is to increase staffing by 20 adjunct hours per week.	Fund 11	10,800	-	3/12/2024	3/12/2026	Akilah Moore	This covers the ongoing cost of the wage increases over the last few years and includes the new cost of operating the Brentwood Center library during the six week summer session.
382	Instructional	Library	Personnel	Faculty R/T	This request is to increase staffing by 24 adjunct hours per week.	Fund 11	12,960	-	3/12/2024	3/12/2026	Akilah Moore	This covers the ongoing cost of the wage increases over the last few years and includes the new cost of operating the Brentwood Center library during the six week summer session.

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Updated 3/13/2025

BUD#	Unit	Department	Resource Need (Personnel / Operating / PD)	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
383	Instructional	Office of Instruction	Operating	Supplies	This request is for instructional materials and supplies for the VPI to distribute as necessary to CTE and Math & Science programs, as well as the Library.		-	100,000	3/12/2024	3/12/2026	Akilah Moore	This request is justified by the following goal: Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships
387	Instructional	Nursing	Personnel	Professional Expert	VN lab asst. instructor, Elsevier e360 bundle, & Mentorship Orientation Program: The requested items for this semester aligns with broader goals of promoting equity, diversity, & inclusion in education, preparing students for high-demand fields, maximizing student success, & strengthening educational partnerships. It's an investment that benefits students but also contributes to the overall improvement of the nursing workforce and healthcare system.	Fund 11	16,500	-	3/11/2024	3/11/2026	Maryanne Hicks	
388	Instructional	Nursing	Operating	Other	e360 bundle from Elsevier: Ebooks, Sherpath, adaptive quizzes, NGN unfolding case studies, Shadow Health (virtual clinical simulation), Simulation Learning System, skills videos and checklists, HESI fundamental exit exams, HESI specialty exams, HESI Compasix, HESI exit exam, 3-day live NCLEX review. The requested items for this semester aligns with broader goals of promoting equity, diversity, & inclusion in education, preparing students for high-demand fields, maximizing student success, & strengthening educational partnerships. It's an investment that benefits students but also contributes to the overall improvement of the nursing workforce and healthcare system.	Per Semester >>>	32,000	-	3/11/2024	3/11/2026	Maryanne Hicks	Goal 1, 2, 3, and 4. The e360 bundle from Elsevier provides all students with the necessary learning resources that benefits various learning styles of all adult learners of any age, which promote knowledge retention to higher order thinking to clinical judgment application needed for entry level competency and NGN NCLEX licensure success. The bundle is more cost-effective than a-la carte, and supports students from beginning to graduation with live NCLEX review. The NCLEX pass rate improved from erratic 80s, dipped to 75%, and jumped to the high 90s 3 years in a row since 2021 since the use of Elsevier products and faculty training. Graduates are employed within 3-6 months after passing the NCLEX. Teaching & learning resource from the bundle allows academic integrity and will reflect true knowledge of students compared to test banks from textbooks that leaked throughout online. The complexity of NGN test item writing takes time to create as experienced by program director during her volunteer with NCSBN for NGN test item writing in 2 consecutive years. The e360 bundle resource is worth the investment for student success and competency in nursing practice in taking care of the people of our community, our loved ones, and ourselves.
392	Instructional	VocTech/Automotive	Operating	Equipment/IT Hardware/Software/Supplies	Resources including Transmissions, engines, EV training safety equipment, Blast cabinet etc. are in need of a one time refurbishment. In these cases the training resources are in use but in need of reconditioning. 15 years of hard use have left many training resources in poor condition. Rebuild kits, gasket kits, and EV safety recertification will bring these training aids back to good working order. Consumables including refrigerant, Machining oil, Valve seats and guides, wheel weights etc. are large on-time purchases that service the program 5 to 10 years at a time and do not fall into a yearly supplies budget.		-	32,500	3/11/2024	3/11/2026	Jason Dearman	Additional sections and new courses have been added as noted in our program review. These new courses are in need of resource refurbishment and long term consumables to offer them at an increased rate. The new 2024 full time hire will increase the load on the lab and further increase the ware and tare on various resources listed here.
396	Instructional	Library	Personnel	Faculty R/T	Academic Year Adjunct Librarian. This request is to increase the staffing for the library by 15 hours/week/semester.	Fund 11	43,200	-	3/12/2024	3/12/2026	Akilah Moore	This covers the ongoing cost of the wage increases over the last few years and includes the new cost of operating the Brentwood Center library during the six week summer session.
399	Instructional	Distance Education	PD	Online Learning	DE Peer Online Mentoring Program. LMC's Peer Online Mentoring Program provides instructors with training to design quality online courses that are on the CVC Exchange. The larger goals of the program include: helping LMC faculty develop effective, equitable, and accessible online courses increasing retention and success rates, closing equity gaps among LMC's online students, and building a community of practice around high-quality online teaching at LMC.		-	67,000	3/11/2024	3/11/2026	April Nogarr	As a member of the CVC-OEI Consortium (California Virtual Campus-Online Education Initiative), Los Medanos College was required to develop a local Peer Online Course Review (POCR) program to help faculty align fully online courses to the CVC-OEI Course Design Rubric. The districtwide quality course badging process moved to a local process starting Spring 2023. LMC's Peer Online Mentoring Program (POMP) supports the goals and outcomes of its local POCR program. Participants in POMP align a course to the CVC-OEI Rubric. The courses are part of one of the transfer patterns: ADT, GE CSU or IGEC or CTE program. LMC POMP is an in-depth professional development opportunity that supports faculty in self-reflective process that transitions already existing courses to towards alignment with the CVC Rubric. Faculty participate in 6-week workshop where they are paired with a peer mentor who supports them in the alignment process. The goals of the program are to provide training for faculty in developing quality courses that utilize technology and materials that comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973. The larger goals of the program include: helping LMC faculty develop effective, equitable, and accessible online courses increasing retention and success rates, closing equity gaps among LMC's online students, and building a community of practice around high-quality online teaching at LMC. Badged courses on the CVC Exchange appear first on the CVC Exchange and experience high enrollment. Aligns with Guided Pathways Pillars II and III helping students stay on path and finish their path. POMP Summer Cohort 2024: [4 Mentors at \$1,500 OAS per mentor = \$6,000] plus [4 Mentees at \$2,500 OAS per mentee = \$10,000] Total = \$32,000 POMP Fall Cohort 2024: [8 Mentors at \$1,500 OAS per mentor = \$12,000] plus [8 Mentees at \$2,500 OAS per mentee = \$20,000] Total = \$32,000 POMP Spring 2024: [4 Mentors at \$1,500 OAS per mentor = \$6,000] plus [4 Mentees at \$2,500 OAS per mentee = \$10,000] Total = \$32,000 Final Review Team: 3 Faculty Reviewers x 16 hours = \$2,528.00 Project Total = \$67,000
400	Instructional	Distance Education	Operating	Service/Contract	Pronto Contract		14,000	-	3/11/2024	3/11/2026	April Nogarr	Pronto is a fully-integrated, FERPA compliant online communication solution that creates unique messaging groups for students within Canvas. Students are automatically connected in the Canvas environment with their peers and/or professors via chat, video chat, and announcements. The program is currently used in both Instruction and Student Services to make meaningful connections with students. This services supports Title V requirements of regular and substantive interaction in the online classroom and it also creates unique engagement opportunities among students that provide an opportunity to create online spaces to interact and learn about class and/or larger LMC information.
403	Instructional	Math Tutoring Center	PD	Supplies	Math Help Visibility. LMC Math Peer Tutors, while working to support math learner success and confidence, have difficulty being distinguished as tutors separate from visitors/tutees (all being LMC students themselves). A utility-based apron-uniform will increase the quality of math support interaction and consequently improve short/long term math student outcomes.		-	1,500	2/29/2024	2/28/2026	Myles Crain	All LMC Math Peer Tutors are themselves LMC students. When they "clock-in" to work as tutors, they still look like students. This makes it very difficult for LMC Math Peer Tutors to be distinguished from our visitors/tutees seeking help with math performance, success, and confidence. We hope to acquire branded Math Help work aprons (similar to other service industry) that will appreciably increase the visibility of LMC Math Peer Tutors on both the Brentwood campus and the Pittsburg campus. This "uniform" will also create a more welcome support environment, strengthen the math support community across both campuses, facilitate lower wait times for students seeking math help, and support more equitable access to and delivery of math tutoring, thus increasing the quality of math support interaction and improving math student outcomes overall. These supplies are not acquirable through other resources. Estimated expense includes branded work aprons, magnetic name tags, and clipboards.
404	Instructional	English	Operating	Conference /Meeting & Online Learning	"Teaching with AI" As stated in the EMP "Implications for Technology and Facilities" General Recommendations for Consideration: "Include flexible instructional strategies that minimize or mitigate students' needs for technology off campus," the College prioritizes on-campus access to technology in the LMC Educational Master Plan. This becomes ever-urgent in a world influenced by AI. Students have access to technology outside of campus that enables them to cut corners and short-cut learning. Training in "Teaching with AI" ensures instructors to adapt to a changing technology landscape and utilize technology in the classroom to facilitate learning rather than erase it. These days, students submit almost all of their writing in Canvas, without an essay draft on paper, we really need training in teaching with AI to create ways to facilitate learning by encouraging students to write in class sessions. Training in AI becomes ever more concerning as AI very likely will lead to a growing digital divide. Many of our students, for example, need to learn how to submit an essay in Canvas, but also how to view Turnitin scores, how to find the instructor comments, and how to find the instructor annotations on the essay itself. These lessons reflect a limited understanding of technology. On the other hand, students with more advanced understanding of technology can utilize AI to increase learning and or eliminate learning. With proper professional development, instructors can curb the use of AI to cut corners and grow the use of AI to enhance learning and engagement.  This proposal aligns with our Program Review in that this growing need for professional development stems from a revision of our transfer-level English course. As documented in Program Review, our strategy for addressing our achievement gap was to revisit our transfer-level course. In Fall 2024, we implement English 100E, a 4-unit transferable course, aimed at providing additional writing instruction, instruction that is most effective when students are in the process of drafting. This aligns with philosophies and pedagogies for teaching with AI that encourage "process over product." By focusing on process in English 100E, instructors will be prepared to challenge students to engage in meaningful learning while harnessing the power of AI to grow their critical thinking. Without proper training, though, many instructors are largely ignoring the influence of AI.		-	24,607	3/11/2024	3/11/2026	Caitlin Mitchell	Auburn University's "Teaching with Artificial Intelligence" As we continue to witness the rapid advancements in technology, integrating artificial intelligence into our educational practices becomes increasingly important. This course aims to provide you with valuable insights, tools, and strategies to leverage AI effectively in your teaching. Course Details: Title: Teaching with Artificial Intelligence College/Platform: Auburn University (Canvas) Format: Online, self-paced course Time commitment: Course is 10-15 hours with monthly meetings with LMC colleagues to discuss Course Goals: Explore AI and its implications for teaching and learning in higher education—especially those relating to academic integrity Critically reflect on your own theory of change as it relates to student learning and the implications of generative AI on your beliefs about course design Evaluate examples (good and bad) of courses and course elements redesigned for AI Experiment with AI tools, redesign assignments, and get feedback Access a (growing and evolving) repository of research on teaching with AI Exchange ideas on topics related to AI in the college classroom and higher ed writ large with others in the course Engage your own department colleagues in the conversation to ensure students in your program have a consistent, comparable learning experience no matter who is leading the class Course fee: \$89 per student (30 students reduced tuition rate kicks in at this number) = \$2,670 OAS: 1.5 hour meeting x 5 meetings (30 students, \$65 OAS) = \$21,937.50 Total: \$24,607
406	Instructional	Biology (Brentwood)	Personnel	Student Hourly	Funds to meet increased number of Biology courses at Brentwood Campus. This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand,expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. This request is for funds for purchasing general supplies and hiring more student workers till I get more support staff.		7,200	-	3/4/2024	3/4/2026	Sandhya Bhatnagar	This request is to meet the SMART goal#1 and 2 of the Biology Program Review. Goal 1: Continue to develop and implement STEM and/or pre-health labcurricula for our biology courses that includes skills useful to students when they transfer and enter the workforce. Goal 2: To meet student demand,expand the number of sections of our courses at both campuses. To achieve these goals, we must meet the supply needs of current and future lab curricula offered at Brentwood campus and is showing a promising increase. This request is for funds for purchasing general supplies and hiring more student workers till I get more support staff.
408	Instructional	Biology (Brentwood)	Personnel	Classified Hourly	Biology Laboratory Technician. This is to request for a technician for Biology laboratory at Brentwood for the evening classes. The technician will support the classes in the evenings and provide help in other housekeeping tasks in the Biology preparation room. This will support the instruction as well as let us continue our evening courses at Brentwood Center.		-	32,000	3/4/2024	3/4/2026	Sandhya Bhatnagar	This is to request for a technician for Biology laboratory at Brentwood for the evening classes. The technician will support the classes in the evenings and provide help in other housekeeping tasks in the Biology preparation room. This will support the instruction as well as let us continue our evening courses at Brentwood Center.
409	Instructional	Biology (Brentwood)	Personnel	Classified	Biology Laboratory Technician . This is to request for a technician for Biology laboratory at Brentwood for the evening classes. The technician will support the classes in the evenings and provide help in other housekeeping tasks in the Biology preparation room. This will support the instruction as well as let us continue our evening courses at Brentwood Center.		62,268	-	2/15/2024	2/15/2026	Sandhya Bhatnagar	This is to request for a technician for Biology laboratory at Brentwood for the evening classes. The technician will support the classes in the evenings and provide help in other housekeeping tasks in the Biology preparation room. This will support the instruction as well as let us continue our evening courses at Brentwood Center.

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**FY2024-2025**  
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BRD#	Unit	Department	Resource Need (Personnel / Operating / PD)	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
410	Instructional	Chemistry	Operating	Equipment	Chemical Research and Recruitment. Provide chemicals and materials for research projects, high school demonstrations and boot camps. To provide chemicals and materials for Chem 26 and 29, to allow students to propose and complete chemical research projects, for the STEM Symposium and their coursework. Additionally, to recruit high school students to dual enrollment and enrollment at LMC, chemical demonstrations are provided through on-campus presentations.		-	1,790	3/6/2024	3/6/2026	Julie Hubbard	The Chemistry department would like to increase enrollment and research experiences for our students at the Brentwood and Pittsburg campuses. In order to do this, we have provided new instrumentation (JR and NMR) for Brentwood (EMP Goal 2 & 5), research opportunities and tours. We are currently providing research opportunities at both campuses and have introduced research into Chem 29, while expanding research into all sections of Chem 26 at both campuses (5 sections in SP 24). We hope to involve more of our Chemistry students with research opportunities. These research experiences increase and maximize equitable opportunities for students (EMP Goal 2). By understanding the research process, students can pursue high demand and high wage professions (EMP Goal 3) in STEM. Students will be better prepared when entering 4-year colleges and postgraduate work. Additionally, we support and encourage students with two Chem 25 bootcamps, four high school student tours, and eight semester-long Chemistry sections this past academic year. We have provided this support with no increase in the Chemistry budget. Providing chemical demonstrations for high school students will lead to an increase in dual enrollment and articulation to LMC enrollment (EMP Goal 4). Boot camp experiences empOver students to become more engaged with their instructor and their course at the beginning of the semester. With hopes of continued and expanded support for students, we need a sustonabolo and reUoblo tourco of funding. When students have agency in research activities, students can become more engaged in the scientific method through their research cohort. Empowering laboratory activity, enjoyable group dynamics and supportive faculty guidance will increase student retention and growth. Undergraduate research is a strong predictor of continued academic persistence, increased interest in and pursuit of graduate school (EMP Goal 1, 2 and 5).
414	Instructional	Workforce & Economic Development	Personnel	Classified Program Coordinator	In spring 2024, the Workforce & Economic Development (WED) department lost a program coordinator (person and FTE) due to reorganization for Guided Pathways student success coaches. This left WED with a substantial loss in executing its mission of increasing work-based learning opportunities, support for CTE outreach, support for event planning like Manufacturing Day, and support for enrolling students in specialized programs such as automotive apprenticeships, the newly formed ECE apprenticeships as well as efforts to develop new apprenticeships and related programming. This position will take on these efforts once again. The position will also resume substantially supporting CTE career fairs and CTE program advisory boards. WED is seeking to replace this lost FTE with a new FTE using grants and categorical funding to support the cost of salary and benefits. We propose to use the K-16 grant initially, combined with Strong Workforce and then once the K-16 grant is expended, move the position fully to Strong Workforce.	K-16 Grant & SWP	101,085	-	10/3/2024	10/3/2026	Dennis Franco	As stated above, this position will assist with achieving: Goal 1: Grow existing LMC programs or assist with developing new programs that support workforce needs. We see apprenticeships being a burgeoning opportunity both for the College and more important for students and employers. However, there is a great deal of work required to interface with employers, students, and third party apprenticeship sponsors. This position will support this new and developing work. This position will also support CTE outreach when needed, event planning such as industry-specific career fairs, and support for the various advisory boards required of CTE programs. Goal 2: Work with intentionality toward breaking down bureaucratic obstacles that are barriers to student access, retention and completion to ensure students are qualified and able to meet the workforce needs of the local, regional and state economies. As was happening under the previous position, we expect this position to help students navigate the complex enrollment and registration process for our CTE programs in general, but more specifically with apprenticeships in our automotive program, and ECE program, and any other apprenticeships that are developed in partnership with employers and third party sponsors.
421	Instructional	Welding Technology	Operating	Supplies	Funding increase to Supply Budget operating fund so sheetmetal, gases, electrodes and other consumables can be purchased to maintain welding instruction.		6,500		10/1/2024	10/1/2026	Joe Meyer	With the inflation of our supplies over the past few years, our current supply budget is not large enough to incur the cost of operating our welding lab. The cost of gases and welding electrode consumables used to instruct our students have risen considerably. With the loss of our sheet metal donor, we now have to purchase it to provide welding instruction to our students. This material is required to operate these lab courses and instruction cannot be done without it. Without these supplies, student learning, program completion, and graduates success in the welding field will be affected.
433	Instructional	Physical Science	Operating	Equipment	Provide chemical resistant storage cabinets, secondary containers and carts allowing to support the increased number of students in Chem 06/07, 25,28 and 29 courses Provide a food blender for research projects in Chem 28 and Chem 29 labs which allows students to propose and complete chemical research projects for the STEM Symposium and their coursework. This fund aligns with our EMP in three ways: EMP goal #2 - to meet student demand, expand the number of sections at both campuses EMP goal #4 - to better support students in accomplishing their academic and career goals and to enhance course- level and program level achievement, expand and deepen educational, workforce and community partnership. EMP goal #5 - effectively utilize institutional resources to meet the needs critical to the college mission to achieve these goals we must meet the equipment, maintenance needs of current and future lab curricula at the department and college-wide level.		-	3,000	10/4/2024	10/4/2026	Tuvshindelger Nansad	This one-time fund is to purchase 4 chemical resistant cabinets to store oxidizing agents, toxic substances, Nitric acid and flammable solids separately from the rest chemicals in the chemical storage area. Purchasing 4 more carts allows to prepare 2 more labs ahead of time A food blender is for students doing the research project in Ochem 26 and 29 labs courses Secondary containers for the chemical storage cabinets allows the stockroom follow EPA and OSHA chemical storage requirements of the need for secondary containment, which provides a back up containment method to prevent hazardous spills in the event a primary containment method fails
434	Instructional	Art	Operating	Equipment	Request to purchase a large format vinyl printer/cutter. This would allow for art students to design and bring those designs to life to prepare them for in-demand jobs in design and print or prepare them for transfer in graphics communication. This would also allow the art department to continue to partner with multiple departments on campus to improve signage around campus and promote the programs to support enrollment. Some examples of the vinyl projects currently supported by the art department include the columns in the College Complex, the water fountain wall by the gym and the mosaic on the glass in the Center for Academic Support.			25,000	10/7/2024	10/7/2026	Cesar Reyes	Request to purchase a large format vinyl printer/cutter. This would allow for art students to design and bring those designs to life to prepare them for in-demand jobs in design and print or prepare them for transfer in graphics communication. This would also allow the art department to continue to partner with multiple departments on campus to improve signage around campus and promote the programs to support enrollment. Some examples of the vinyl projects currently supported by the art department include the columns in the College Complex, the water fountain wall by the gym and the mosaic on the glass in the Center for Academic Support.
437	Instructional	Dramatic Arts	Operating	Equipment	Update the lighting in the theater. With a lighting update, we'll be able to keep LMC students that are currently choosing our sister schools because of the advanced technology in their theaters. We would reduce the amount of time spent on ladders changing colors improving safety and giving our students access to industry-standard equipment. This would support our production and stagecraft classes where students are prepared for a career in theatre and live events or prepare them for transfer. These resources make it possible to retain and increase enrollment by being able to teach the hands-on components of theater. The new lighting would also be more energy efficient, saving the college money on energy usage.			150,000	10/7/2024	10/7/2026	Cesar Reyes	Update the lighting in the theater. With a lighting update, we'll be able to keep LMC students that are currently choosing our sister schools because of the advanced technology in their theaters. We would reduce the amount of time spent on ladders changing colors improving safety and giving our students access to industry-standard equipment. This would support our production and stagecraft classes where students are prepared for a career in theatre and live events or prepare them for transfer. These resources make it possible to retain and increase enrollment by being able to teach the hands-on components of theater. The new lighting would also be more energy efficient, saving the college money on energy usage.
438	Instructional	Dramatic Arts	Operating	Other	Replacement of existing sinks in the theater. The current sinks do not have a paint trap and often cause water to overflow through a drain in the floor causing unsafe conditions. The replacement would include a solids trap which would catch paint before it goes down the drain. This would support our production and stagecraft classes where students learn to build sets and prepare them for a career in theatre and live events or prepare them for transfer. These resources make it possible to retain and increase enrollment by being able to teach the hands-on components of theater.			10,000	10/7/2024	10/7/2026	Cesar Reyes	Replacement of existing sinks in the theater. The current sinks do not have a paint trap and often cause water to overflow through a drain in the floor causing unsafe conditions. The replacement would include a solids trap which would catch paint before it goes down the drain. This would support our production and stagecraft classes where students learn to build sets and prepare them for a career in theatre and live events or prepare them for transfer. These resources make it possible to retain and increase enrollment by being able to teach the hands-on components of theater.
439	Instructional	Dramatic Arts	Operating	Other	Purchase of storage sheds for the theater. Currently, there is not enough space to hold all the props, costumes and set pieces. The additional storage space would open up space for instructional use instead of being used to store props, costumes and set pieces. This would support our production and stagecraft classes where students learn to build sets, props and costumes and prepare them for a career in theatre and live events or prepare them for transfer. These resources make it possible to retain and increase enrollment by being able to teach the hands-on components of theater.			15,000	10/7/2024	10/7/2026	Cesar Reyes	Purchase of storage sheds for the theater. Currently, there is not enough space to hold all the props, costumes and set pieces. The additional storage space would open up space for instructional use instead of being used to store props, costumes and set pieces. This would support our production and stagecraft classes where students learn to build sets, props and costumes and prepare them for a career in theatre and live events or prepare them for transfer. These resources make it possible to retain and increase enrollment by being able to teach the hands-on components of theater.
441	Instructional	Journalism	Operating	Other	Proposal to replace workspace furniture and seating in the journalism lab. This will replace all the aging/breaking furniture in the lab and make it more ergonomic. Students in the journalism lab spend long hours working on news projects. Replacing the furniture will support their work and help with instructional demonstrations in newspaper layouts. Increase Early College Offerings and General Enrollment. (EMP Goal 3): The computer lab is crucial to being able to offer courses Increase Student Completion of Courses, Certificates and Degrees. (EMP Goal 4): Students will be able to complete their courses if they have the computers to do the work Strengthen Institutional Effectiveness and Streamline Operational Processes. (EMP Goal 5): This will maintain our journalism lab safe and effective through appropriate resources: classroom technology Journalism Goal #1 from most recent comprehensive program review: Maintain currency in the field by updating technology in the Journalism Lab and providing professional development to faculty and staff.			60,000	10/7/2024	10/7/2026	Cesar Reyes	Proposal to replace workspace furniture and seating in the journalism lab. This will replace all the aging/breaking furniture in the lab and make it more ergonomic. Students in the journalism lab spend long hours working on news projects. Replacing the furniture will support their work and help with instructional demonstrations in newspaper layouts. Increase Early College Offerings and General Enrollment. (EMP Goal 3): The computer lab is crucial to being able to offer courses Increase Student Completion of Courses, Certificates and Degrees. (EMP Goal 4): Students will be able to complete their courses if they have the computers to do the work Strengthen Institutional Effectiveness and Streamline Operational Processes. (EMP Goal 5): This will maintain our journalism lab safe and effective through appropriate resources: classroom technology Journalism Goal #1 from most recent comprehensive program review: Maintain currency in the field by updating technology in the Journalism Lab and providing professional development to faculty and staff.
446	Instructional	Child Development	Personnel	Two full time 12 months Early Childhood Educational Specialist	Intended Goals: 1. Offer a Summer Program: Ensure a fully qualified Early Childhood Education (ECE) specialist oversees LMC lab students during the summer program. 2. Increase Child Care Services: Expand full-time child care services to accommodate 20 families, representing a 25% increase in our capacity.	Fund 11 and CCAMPIUS	201,875	-	10/8/2024	10/8/2026	Angela Fantuzzi	Before 2013, the Child Study Center (CSC) served 8 infants full-time, 12 toddlers full-time, and 40 preschoolers full-time. In 2013, after being awarded the CCAMPIS grant, we expanded our services to include 8 infants part-time and 12 toddlers part-time. Dr. Richard Livingston, the President of Los Medanos College at the time, supported making these positions permanent if the initiative proved successful. We first offered a summer camp for infants and preschoolers in 2022. Since then, the program has consistently operated at full capacity. Staffing the summer program has been challenging because all our Early Childhood Education (ECE) specialists are contracted for 10 months. Our hourly employees can work the summer program, but their hours are limited by the hourly/professional expert restrictions on total hours and days worked per calendar year. To maintain any lab students in the classroom, we require a master-level teacher. However, finding a master teacher for a 6-week program is unsustainable. The new waitlist highlights the need for more full-time services in the infant and toddler rooms. The CCAMPIS grant can only increase services to 20 children in the morning, making it impossible for families with full schedules to receive full-time services. Budget permanent v/s hourly cost For 2 full time 12 months ECE Specialist Permanent at step 1 \$201,875 versus Professional Expert \$123,596 is a difference of \$78,279 Currently CCAMPIS funds \$5,140 towards ECE expert

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BROW	Unit	Department	Resource Need (Personnel / Operating / PD)	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
448	Instructional	Kinesiology/Athletics	Operating	Equipment	Classroom / Baseball Field Tarp			- 9,000	3/11/2025	3/11/2027	Harmen Sidhu	The baseball field serves as our classroom, and inclement weather has caused numerous cancellations due to unsafe conditions. Without proper protection, such as a field tarp, rain and poor weather create hazards that force us to cancel sessions, disrupting the learning environment and delaying course progress. These cancellations impact students' ability to stay on track, delaying their completion of coursework, certificates, and degrees. Additionally, when the weather permits, students often spend valuable learning time getting the field in order instead of focusing on achieving their student learning outcomes. This reduces the time available for instruction, further impacting their progress and engagement. A tarp would be a cost-effective solution that ensures a safe, reliable space for instruction, regardless of weather conditions. It will protect the field from damage and make the environment safer, minimizing injury risks and allowing for uninterrupted classes. By preventing cancellations and reducing the time spent on field maintenance, a tarp will improve consistency in instruction. This will enhance student retention, increase course completion rates, and ensure that students remain focused on earning their certificates and degrees without weather-related setbacks. Investing in this equipment is investing in student success.
449	Instructional	Ethnic Studies and Social Justice Studies	Personnel	Temporary Hourly Media Services Specialist	We are requesting a one-time funding for a lab coordinator (media services specialist) as we work on integrating MetaQuest VR Goggles as part of our curriculum for Ethnic Studies and Social Justice Studies. Depending on the funding options for future years, we hope this request can become one that is an ongoing request and the role can transition into one that simultaneously acts as our department program assistant and lab coordinator, especially as the department continues to grow to meet the demands and needs for GE courses in Ethnic Studies. Having a lab coordinator to help with the maintenance and training will allow us to encourage more of our faculty members to utilize them as components of their class curriculum.			1,000	10/7/2024	10/7/2026	Adrianna Simone	(FTE: Seasonal Hourly) Salary: \$1,000 (~45 hours) Ethnic Studies and Social Justice Studies requested and received funding in the 2024-2025 academic year for MetaQuest VR 3 goggles (1 classroom set). This is the first semester that one of the faculty members in the department is incorporating it as part of the curriculum for SIS/ENGL 135: Introduction to LGBTQ+ Studies. As we have been working with IT, it became apparent that a media services specialist would be useful. We anticipate paying them hourly starting at the beginning of each semester, about 10 hours, for training purposes during flex week (to work specifically with our faculty members). Then, we would like to offer additional hours throughout the semester to help with implementation during the weeks that the goggles will be used in classrooms. The amount of faculty using the devices each semester. It is currently working to check the power capabilities in C22-227 as this is our department's general office space and where room has been made to secure the carts with all 40 goggles.
431	Instructional	Biology	Personnel	Student Hourly	The Biology department is requesting an increase to our student worker budget, to keep up with the increases in mandated hourly wage.	Fund 11	29,205		10/4/2024	10/4/2026	Jenifer Fay	Our student worker funding was reduced in FY2020-21 during the pandemic and has remained unchanged since then. In the last few years, we have continued to offer more sections of classes, and the minimum wage has increased each year. The following request approaches, but does not exceed, the number of student work hours we were able to schedule before FY2020. In our Anatomy courses, student workers have traditionally been employed during lab class time because of the need for additional supervision when cadavers are being dissected. In BIO 20 and BIO 21, where independent research is a large component of the course and each group of students is conducting a different experiment, student workers have been invaluable in assisting both students and instructors. Instructors have anecdotally reported that the experience and outcomes of the enrolled students are greatly enhanced by the presence of an in-lab student worker. We would also like to continue to offer this valuable work experience to our student employees. The Biology department is requesting funding to pay for the following student work hours: To assist BIO 40: We are requesting funding for 5 student workers, one for each section of Anatomy, to be scheduled 7 hours a week, 15 weeks per semester, 2 semesters per fiscal year, for a total of 1050 work hours. To assist BIO 20 and BIO 21: We are requesting funding for 12 student work hours per week across all sections for both Spring and Fall. 12 hours x 15 weeks x 2 semesters = 360 work hours per fiscal year. To assist Science Laboratory Coordinators: We are requesting funding for 12 student work hours per week, to assist with glassware washing, lab housekeeping, and instructor assistance for evening classes. 12 hours x 15 weeks x 2 semesters = 360 work hours per fiscal year. Total hours per fiscal year to be staffed in Pittsburg: 1770 The California State minimum wage is scheduled to increase to \$16.50 on January 1, 2025. Total funding request for FY 2024-2025: \$29,205.
454	Instructional	Ethnic Studies and Social Justice Studies	Operating	IT Hardware/ Software	Ethnic Studies and SIS MetaQuest VR. We are requesting funds to be used for our classroom set of MetaQuest VR Goggles. As we are using them in our ETHN and SIS classes, additional needs have arisen which include: protective film for the meta quest lens (anti-scratch), extra 20W+ USB charging cords, camera protectors, glass spacers (for students who wear glasses and are using the equipment), recharge batteries and charging accessories, and microfiber cloths to wipe down the units after use.		-	- 3,000	3/5/2025	3/5/2027	Adrianna Simone	Purchase additional equipment for MetaQuest VR Goggles. After using the VR goggles for two semesters, we have identified extra needs in terms of equipment related to their use and protection. This is especially important for maintaining the longevity of the devices for future semesters and the ease for those who wear glasses to be able to use the devices. The following are estimated costs for the additional items we are seeking: 100 Metaquest 3 Hydrogel film covers at \$5 per unit: \$500 45 camera protectors at \$15 per unit: \$675 Glasses spacer for 20 students at \$20 per unit: \$400 20W+ USB at \$20 per two unit blocks (requesting 50 extra sets): \$1,000 Rechargeable batteries for MetaQuest VR remotes, 8 pack with recharging unit is \$25 per unit (requesting 100 batteries/with recharge units): \$400 50 microfiber cloths: \$25
455	Instructional	Ethnic Studies and Social Justice Studies	Operating	IT Hardware/ Software	Oral History Recorders (Audio and Camera). Ethnic Studies and Social Justice Studies classes are utilizing testimonies, oral history, and auto/ethnography work within our classes. We have students who will need video recorders for group work, which we are requesting 10 sets of, and then for audio only devices we need a full class set of 40.		-	- 4,000	3/3/2025	3/3/2027	Adrianna Simone	Class set of Camcorders and Audio recorders. Audio recorders (136GB Digital Voice Recorder Voice Activated Recorder for Lectures Meetings - alworth 9860 Hours Sound Audio Recorder Dictaphone Recording Device with Playback/MP3 Player/Password/Variable Speed): \$12 each (40-unit) estimated at \$1,700 Camcorders for team projects (5K Video Camera Camcorder, 48MP WiFi IR Night Vision Vlogging Camera, 16X Digital Zoom Touchscreen Camera, 6Axis Anti-Shake with External Microphone, Lens Hood, Stabiliser, Remote Control & Batteries): \$170 (10-units requested) estimated at \$1,800 Tri-pods and memory cards, each unit around \$16 each: \$320
456	Instructional	Ethnic Studies and Social Justice Studies	Operating	IT Hardware/ Software	Metaquest for Education. Metaquest for education was just released in February 2025, and we are requesting it to be added to all the Metaquest devices for our class set in order to run our paid programs across multiple devices that are registered under one account. This will allow the students a wider range of programs to run outside of the free educational ones that we have been utilizing.		-	- 12,000	3/3/2025	3/3/2027	Adrianna Simone	Metaquest for Education Add-on to VR Devices. The amount needed per device will depend on what additional information the Metaquest sales team provides for our college. I have been speaking with IT about the option and shere modes across the devices in order to access the paid programs at the same time in a single classroom with up to 40 students. According to their website the estimated cost difference per device can be \$240 and up to \$300. I have estimated on the higher end with the understanding that we might be able to get a larger educational discount since we are purchasing access for 40 devices.
457	Instructional	Biology	Operating	IT Hardware/ Software	Molecular biology reagents and supplies. This request is for reagents that will allow the college to utilize already owned high-end equipment that currently goes unused. This will allow Los Medanos College to improve flexibility in delivery of programs (EMP 2.4), support students' preparation for high-demand and living-wage careers (EMP 3.2) and expand opportunities for internships (3.3).		-	- 2,000	2/23/2025	2/23/2027	Shane Nourizadeh	Plasmid extraction kit, DNA polymerase enzyme, DNA sequencing cost. The BIO20 (cellular and molecular biology) lab manual is currently being modernized. It was requested during my interview to add a CURE (course-based undergraduate research) experience to this course, of which I am lead of. Current biotechnology companies desire experience extracting, purifying, and sequencing DNA. To train students on modern molecular biology techniques, I'm requesting funding for chemical reagents. We have technology at both Pittsburg and Brentwood campuses that my newly trained labs will utilize, and because this equipment exists at both locations, students will benefit from the flexibility in delivery of our programs (EMP2.4). I receive interest from students to gain experience working with DNA because they desire to be competitive when applying for internships (EMP3.3). With a new lab manual and proper training, we can prepare our students for living-wage careers (EMP3.2). Given my background manipulating DNA in graduate school, I can utilize these resources carefully to ensure maximum learning for minimum cost.
458	Instructional	Art	PD	Confrence/Meeting	Funds to support professional development in the ART/HUMAN/PHIL department including conferences, software and supplies. This will support training in DEI and keeping up to date on latest processes and techniques in the related fields to support student success.		-	- 10,000	3/3/2025	3/3/2027	Cesar Reyes	Funds to support professional development in the ART/HUMAN/PHIL department including conferences, software and supplies. This will support training in DEI and keeping up to date on latest processes and techniques in the related fields to support student success.
459	Instructional	Art	Operating	Supplies	ART - Materials for 2D courses. Materials to be used in the 2D area. Purchase of specialized ink, paper and other materials utilized in the process. This will help students complete courses within the art program and help general enrollment.		-	- 2,500	3/3/2025	3/3/2027	Cesar Reyes	Materials to be used in the 2D area. Purchase of specialized ink, paper and other materials utilized in the process. This will help students complete courses within the art program and help general enrollment.
460	Instructional	Library	Operating	Other	Request for Library Digital Media. The Library requests \$20,000 to cover subscription price increases for existing electronic content and purchase new library digital media (like streaming videos) for 2025-2026.		-	20,000	2/28/2025	2/28/2027	Christina Goff	The Library requests \$20,000 to cover price increases and new purchases of digital instructional materials. This proposal supports the following priorities: - Improve access to financial, enrollment, and academic support, and enhance social connection for students. (EMP Goal 2) - Increase Student Completion of Courses, Certificates and Degrees. (EMP Goal 4) Having a robust collection of digital media also supports the needs of students who are concurrently enrolled in area high schools. The proposal also meets the criteria for Prop 20 (Lottery) and Instructional Materials funding. Students and faculty taking and teaching in person, online, and hybrid classes require e-books, subscription streaming videos, and subscription library databases. These digital editions are significantly more expensive than their physical counterparts, and costs increase every year. Library materials are also used to support Zero Textbook Cost (ZTC) projects and help support student enrolled concurrently at area high schools. Faculty increasingly use streaming videos as required instructional materials in their classes. These costs are in addition to the Library's allocated materials budget. Over the last four years we have received funding from a variety of areas to cover these costs: 2023-2024: \$20,000 in Covid Recovery Block Grant 2022-2023: \$20,000 in HEERF 2021-2022: \$17,000 in HEERF 2020-2021: \$8,000 in CARES Access to streaming materials is often sold as a temporary license and not a permanent purchase. As current licenses expire and new requests are made, we need the additional funding to continue offering these instructional materials. Without these funds, the library will be forced to make cuts to current online subscriptions and/or stop offering faculty requested streaming videos that support many classes.



**Los Medanos College Resource Requests**  
**FY2024-2025**  
Updated 3/13/2025

BROW	Unit	Department	Resource Need (Personnel / Operating / PD)	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
461	Instructional	English	Operating	Supplies	<p>The English Department aims to provide essential support in the form of grab-and-go snacks for students who utilize the English department space for studying and preparing for College Composition. The soft space serves as a hub for those dedicating long hours to academic success. Some students arrive prior to 9 am and remain in the space by end of the day, sometimes later than 5 pm. Many of these students face food insecurity, impacting their ability to focus and engage fully in their coursework. Ensuring that students studying in our space have access to snacks that help sustain their learning and success, especially in College Composition, is critical to students' sense of belonging. The English Department aims to provide essential support in the form of grab-and-go snacks for students who utilize the English department space for studying and preparing for College Composition. The soft space serves as a hub for those dedicating long hours to academic success. Some students arrive prior to 9 am and remain in the space by end of the day, sometimes later than 5 pm. Many of these students face food insecurity, impacting their ability to focus and engage fully in their coursework. Ensuring that students studying in our space have access to snacks that help sustain their learning and success, especially in College Composition, is critical to students' sense of belonging.</p> <p>Approximately \$1 per item, 25 items a day, is \$120 dollars a week, for 32 weeks (one academic year) is approximately \$3,825.00</p>	-	-	3,825	2/28/2025	2/28/2027	Caitlin Mitchell	<p>Providing food in the English department area directly supports student success within the "Retention, Success, and Outcomes" framework for the English Department program review by addressing food insecurity, a known barrier to academic performance. In alignment with EMP Goal 1: "Strengthen and support an effective and engaging place to learn," the English department has strategically utilized CC2-296, CC2-290, and CC2-291 as communal learning space for College Composition students. Strategically scheduling College Composition courses in these particular classrooms, we place students in close proximity to faculty offices to foster collaboration and reduce barriers to accessing student hours. In our Program Review, the English department aims to "truly meet students where they are and offer them support outside of the classroom as needed so that each student gets what they need" from College Composition. The availability of food in this space will further strengthen engagement by sustaining students' energy levels, reducing stress, and allowing them to remain focused on their coursework. This initiative also aligns with EMP Goal 2: "Enhance social connection for students" by reinforcing the department's commitment to academic and social integration. The department space has naturally become a gathering area for students before and after classes, where they engage in informal discussions with peers, lab support, and faculty. Providing snacks will further facilitate and encourage this type of social connection for students. Professors frequently use these spaces as extensions of their classrooms, facilitating group work and peer review. In doing so, professors are meeting "Pillars Three, Four" as documented in program review by "providing a variable level of support depending entirely on student need." Providing food in this environment encourages student participation, cultivates a sense of belonging, and ensures that all students—regardless of socioeconomic status—have the resources they need to engage fully in their academic community. By fostering a welcoming and inclusive space, we send a clear message that students are valued, their contributions matter, and their success is a priority. Additionally, this initiative supports EMP Goal 4: "Increase student completion of courses," as food insecurity is a documented factor contributing to lower retention and success rates. Success in the introductory English Composition course is essential, as it serves as a prerequisite for numerous courses and degree pathways as noted in our Program Review. "We shifted out of a scaffolded model that initially took students a full year of coursework to get to College Composition to a model that truly meets where they are and offers them support outside of the classroom... The effectiveness of course completion is essentially tied to two things on a local level: the GE pattern for degrees and the completion of AATs." Ensuring that students have access to food directly impacts their ability to persist in their coursework and progress toward degree completion. When students have the basic sustenance needed to maintain focus and energy, they are more likely to achieve academic success, complete their required courses, and continue their educational journey. By addressing this fundamental need, we can help to remove barriers to student achievement and reinforce the role of English Composition as a gateway to broader academic and professional opportunities. While the LMC Marketplace is a vital support for students on campus, we want to ensure that students are supported while they study without removing them from proximity to faculty. Additionally, students require immediate access to food, meaning they need snacks that can be consumed right away, rather than items that require preparation at home, like those provided by LMC Marketplace. Moreover, since the LMC Marketplace is stocked by the Contra Costa Food Bank, snack-type food is typically rare and when received it is equally distributed across the campus. As such, it is not possible to utilize the LMC Marketplace for this project.</p> <p>The Center for Academic Support also offers food to students through the Brainfood Project. However, these snacks are designed to support students meeting with writing consultants and peer tutors within the Center. The Center does not have the capacity to serve grab-and-go snacks for students on their way to class but rather provides a boost for those already in study-mode at the Center for Academic Support. Finally, the need far exceeds the availability. It is not possible to utilize the Brainfood project to support this project.</p>
462	Instructional	Physical Science/Astronomy	Operating	Supplies	Diffraction Gratings. Diffraction gratings to be used in the ASTRO 11 lab class for the hands-on study of spectroscopy.	-	-	100	2/28/2025	2/28/2027	Katie Berryhill	Classroom set of diffraction grating slides. Hands-on learning is a proven strategy for increasing student engagement and success, particularly in STEM courses. The diffraction gratings used in our ASTRO 11 lab for spectroscopy experiments are in poor condition, limiting students' ability to fully participate in this essential activity. A complete classroom set, along with spares, will ensure that all students can actively engage in this foundational experiment, improving their understanding of spectroscopy—a key concept in astronomy. Enhancing the quality of lab experiences supports student retention and success in the course, which directly contributes to the college's goal of increasing student completion of courses, certificates, and degrees.
463	Instructional	Physical Science/Astronomy	Operating	Equipment	Classroom demonstration materials. Classroom demonstration materials to help students understand fundamental concepts of physics that apply to astronomy.	-	-	1,000	2/28/2025	2/28/2027	Katie Berryhill	Classroom demonstration equipment. Hands-on learning experiences are critical for student engagement and success, particularly in STEM courses. Some instructional tools need replacement or enhancement to ensure students can fully participate in essential learning activities. A turntable and weights will allow students to directly observe and experiment with the conservation of angular momentum. New gas tubes will improve spectroscopy observations, a cornerstone of astronomical study. Refreshed laser pointers will enhance interactive instruction. A full classroom set of high-quality star wheels will give students practical experience in identifying stars and constellations across different times of the year, reinforcing concepts of seasonal changes in the night sky. These upgrades will improve hands-on engagement supporting student success in ASTRO courses and directly contributing to LMC's goal of increasing student completion of courses.
464	Instructional	English	Operating	Supplies	Literacy and Engagement: Class Sets of Novels for English Department. The English department seeks funding to purchase class sets of texts, ensuring that all students have access to required readings without the financial burden of buying their own copies. Many students face economic challenges that make purchasing books difficult, which can hinder their ability to engage fully with course materials. By providing shared class sets, we can promote equity, enhance learning, and remove a significant cost barrier, allowing students to focus on developing their reading, writing, and critical thinking skills.	-	-	4,500	2/28/2025	2/28/2027	Caitlin Mitchell	<p>The English department seeks funding to purchase class sets of texts, ensuring that all students have access to required readings without the financial burden of buying their own copies. Many students face economic challenges that make purchasing books difficult, which can hinder their ability to engage fully with course materials. By providing shared class sets, we can promote equity, enhance learning, and remove a significant cost barrier, allowing students to focus on developing their reading, writing, and critical thinking skills. The English department has many locking metal cabinets in which to safely store class sets. The English department chair will serve as point person for the project. Approximately \$12-\$15 per book, 30 students, 10 sections Total: \$4,500 Research has well documented that students are reading fewer full-length works in high schools (AP News). College Composition and Thinking Writing Critically about Literature (English 230) courses utilize recently published full-length novels and memoirs to meaningfully engage students who arrive disengaged, discouraged, and often unsure of reading at the college-level. As outlined in our program review "We want students to leave our program capable of actively engaging with texts," and so we find it imperative to provide high-quality interesting materials for our students to learn how to read critically. These sentiments were outlined explicitly in our revised Program Student Learning Outcomes: "Interpret and analyze literature and non-fiction texts using critical thinking strategies" and "Approach texts through a critical, creative lens to support construction of knowledge and expression." While there are novels in the public domain, they are not contemporary. As such, instructors opt for novels and memoirs of our time like Mohsin Hamid's Exit West, Tara Westover's Educated, Ta-Nehisi Coates' Between the World and Me and The Messenger, and Octavia Butler's The Parable of the Talents, Kindred, and Fledgling along with Margaret Atwood's The Handmaid's Tale. These texts have a cost that prevents many English classes from becoming Zero Textbook Cost (ZTC) courses and because many instructors require multiple texts, many English classes are not Low Textbook Cost (LTC) either. As documented through the district-wide OER initiative, textbook cost is prohibitive to students' enrollment and engagement. In a district-wide survey, "23% of students dropped a class because of textbook cost and 33% avoided taking a full load of classes because of textbook cost." Providing the reading material for students would meet EMP Goal 3: "Increase general enrollment" by creating more sections of ZTC and LTC courses in the English department and reducing textbook cost as a barrier to enrollment. Providing class sets of texts strengthens the community by creating an engaging place to learn (EMP 1) as students in multiple sections share a common work. In the pre-Covid era, some learning communities were able to fund class sets of texts and instructors hosted colloquiums, invited guest speakers, and collaborated with the drama department. Class sets of works can revive this type of engaging learning and support EMP Goal 1: "Enhance social connection for students" by reinforcing the department's commitment to academic and social integration. When multiple sections are reading the same works, students can share ideas and engage with peers and learning extends beyond the classroom. Moreover, common texts also ensure students have access to strong academic support (EMP 2). Through AB705 funding while revising of the English pathway, the English department collaborated with the Center for Academic Support to workshop essay prompts, prepare consultants for students' questions, and collaborate on curriculum. Utilizing class sets across multiple sections can facilitate a return to these practices, and faculty and CAS consultants will be able to provide more strategic academic support as documented in our program review: "through High Impact Practices, Research-based pedagogy for reading" Ultimately, "When students have access to course materials, they are more likely to succeed. Research conducted to date indicates that students in classes with OER generally do as well or better and achieve the same learning outcomes" (Smith et al., 2020). Providing class sets of books ensures students have access to high quality learning materials and improves course completion rates (EMP 4). As noted in our program review "Introduction to English Composition is a pre-requisite course that is absolutely included in all other AAT's offered at LMC. The course is therefore an integral piece of student success, as well as a part of the learning that includes applications to the world outside of academia."</p>
465	Instructional	Physical Science/Astronomy	Operating	Supplies	Full-dome video content. Rental fees for high-quality full-dome video content for the LMC Planetarium's new WarpEd Media video system	-	-	3,000	2/28/2025	2/28/2027	Katie Berryhill	Rental fees for high-quality full-dome video content for the LMC Planetarium's new WarpEd Media video system. High-quality full-dome video content enhances student learning by providing immersive visualizations of complex astronomical concepts, increasing engagement and comprehension. While we make use of free content, some of the best educational planetarium shows require purchase or rental. Renting is a cost-effective way to access top-tier content, as most shows range from \$30-\$100 for a three-day period—significantly less than the cost of purchasing. This allows us to bring professional-quality productions to our students without the expense intended for revenue-generating planetaria. Investing in these resources supports student engagement and success, aligning with the college's goal of increasing course completion.
466	Instructional	Physical Science/Astronomy	Operating	Supplies	Interactive puzzle activity equipment. Interactive learning activities boost student engagement, which is key to course persistence and completion. Escape room challenges using black lights, combination locks, and locking containers will promote critical thinking and reinforce key concepts in an engaging way.	-	-	1,000	2/28/2025	2/28/2027	Katie Berryhill	Innovative, interactive learning experiences increase student engagement, which is key to course persistence and completion. To enhance student participation and reinforce astronomy concepts, we seek to incorporate classroom escape room activities. These activities promote critical thinking, collaboration, and problem-solving while reinforcing course material in an engaging format. We have done paper-based versions in recent years, and we would like to upgrade to more engaging physical puzzles. We need black lights, a variety of combination locks, and locking containers to create immersive, hands-on challenges. We need enough of these for 8-10 sets for small groups in large classes. By making learning more active and memorable, these tools will help sustain student interest and motivation, ultimately supporting the college's goal of increasing student completion of courses, certificates, and degrees.
467	Instructional	Physical Science	Operating	Equipment/Supplies	Chemistry Glassware, equipment. Expanding the available glassware for the chemistry laboratory activities would support expansion of the Brentwood physical science stockroom supplies, support students by allowing more hands-on time with laboratory equipment and allow the utilization of institutional resources to meet the needs critical to the college mission.	-	-	5,000	2/27/2025	2/27/2027	Tuvshindelger Nanaad	<p>This fund aligns with the college EMP in 3 ways:</p> <ol style="list-style-type: none"> <li>1. EMP goal # 2 to meet student demand, expand the number of sections at both campuses</li> <li>2. EMP goal # 4 to better support students in accomplishing their academic and career goals and to enhance course-level and program level achievement, expand and deepen educational, workforce and community partnership</li> <li>3. EMP goal #5 effectively utilize institutional resources to meet the needs critical to the college mission</li> </ol> <p>To achieve these goals the Physical Science stockroom at Brentwood needs to meet the equipment, supply needs of the current and future laboratory curricula at the department and college-wide levels. This fund is to purchase and supply the quantity of the glasswares that will cover the increasing demand of science glassware in the chemistry laboratory activities. Purchasing new glassware will allow to provide more supplies into the chemistry laboratory sections which allows students to work in groups of 2 students instead of 4-5 students in the past. It will improve and enhance the students' hands on learning experiences in the laboratory activities. The increasing number of students in the classrooms demands more ongoing fund to purchase the disposable supplies such as transferable pipettes, disposable weights cups, nitrile gloves, test tubes, flasks, graduated cylinders, stir bars, conical disposable tubes with the racks, vortex instrument, organic and inorganic chemicals for chemistry labs.</p>
468	Instructional	Physical Science/Physics	Operating	Equipment	Physics Lab Equipment Upgrade (Fall 2024). \$1,900 to purchase upgraded lab equipment, specifically variable capacitor experimental apparatus, to supplement older, less versatile equipment currently on hand in Pittsburg. This would allow us to purchase 8 sets (Pasco Scientific Basic Variable Capacitor, ES-9079) at \$199 each (plus tax, shipping).	-	-	1,900	2/24/2025	2/24/2027	Robert Moore	<p>8 sets (Pasco Scientific Basic Variable Capacitor, ES-9079) at \$199 each (plus tax, shipping). This request is in partial fulfillment of Goal 3 of physics program review, which is: Obtain \$20,000 total for equipment needs for physics labs in Pittsburg, including replacements for nearly obsolete interface boxes (to run most physics labs using Pasco equipment). A set of 10 bowl meters \$10,000. Other equipment needs have also been identified (e.g., AC signal generators, digital oscilloscopes, diode lasers, high-sensitivity micrometers, light meters, sound meters, and high quality electrosopes). This equipment would require another (est.) \$10,000. Action Steps: 1. Apply for R&amp;P and any open Mini-Grants, 2. Work with the Foundation and Community Partners on possible donations, 3. Work with Business Office 8/ or Don on P.O. 4. Order equipment once funding has been secured. Responsible Party(s): Robert Moore</p>

**Los Medanos College Resource Requests**  
**FY2024-2025**  
Updated 3/13/2025

BRO#	Unit	Department	Resource Need (Personnel / Operating / PD)	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
469	Instructional	Biology (Brentwood)	Personnel	Classified/Hourly	Biology Laboratory Technician. Currently we have one lab coordinator at Brentwood who preps all biology courses. This includes preps for Bio8, Bio10, Bio20, Bio21, Bio30, Bio40, Bio45, and Bio50. The preps for each of these sections are different and they cannot be used across the sections. As such, this requires a lot of time to prepare to set up the room and to take it down at the end of each lab. As labs in the biology majors program (Bio20 and Bio21) are currently being revised to modernize the labs with more sophisticated equipment, and to include individualized research projects, having additional prep help is necessary. We would also like to expand additional biology classes with labs at Brentwood to meet student demand and need, as well as to be able to offer enough sections to our two newly hired Brentwood biology faculty. This RAP is to request a part-time technician for Biology laboratory at Brentwood to assist our current lab coordinator in prepping labs and materials for research, especially for the afternoon/evening lab courses. This request is necessary to help with the Brentwood expansion as our capacity to hold more students in these lab spaces has increased and there is demand. We have hired the new faculty to teach these courses but without additional lab support we are unable to increase lab sections.	-	-	32,000	3/3/2025	3/3/2027	Jill Bouchard and Kyle Hanks	Hiring a part-time technician to support our primary lab coordinator at Brentwood helps to meet the goals of the college and biology department. One of the biology program review goals is to continue to develop and implement STEM and/or pre-health lab curricula for our biology courses that includes skills useful to students when they transfer and enter the workforce (smart goal #1). Modernizing our biology labs and imbedding course undergraduate research experiences (CURE) into our biology major course offerings gives students opportunities and experiences that will help students build their skill sets which in turn contribute to their confidence in STEM and chance of staying on the STEM path (EMP Goal 4) where there are high-demand and living-wage occupational fields (EMP Goal 3). To achieve these goals, our current lab coordinator needs support. In our second biology program review goal, we aim to meet student demand and expand the number of sections of our courses at both campuses (smart goal #2). With the opening of the new Brentwood campus, the biology department has been able to offer pre-health sections to students that were previously unavailable at the old Brentwood campus. However, these courses fill quickly and have long waitlists every semester. There is additional space and time, as well as newly hired Brentwood biology faculty, to offer more sections of these impacted courses. To achieve these goals, our current lab coordinator needs support to meet the current and future lab curricula offered at Brentwood campus. Continuing to expand biology course offerings at Brentwood helps us to effectively utilize institutional resources to meet the needs critical to the College mission (EMP Goal 5).
470	Instructional	Biology	Personnel	Student Hourly	Related to BRD# 471. Once models are purchased, they will need to be catalogued and prepared for circulation according to the library's standard procedure. Student Hourly 1 x	-	-	125	3/3/2025	3/3/2027	Joseph Bahiman	Once models are purchased, they will need to be catalogued and prepared for circulation according to the library's standard procedure. The Library estimates the time it takes library staff to prepare the models for circulation to students will cost ~\$125.00.
471	Instructional	Biology	Operating	Equipment/Facility Improvement	Related to BRD#471 (1x Student staffing for this BRD needed)Anatomy Models in Library. The project is to obtain a set of anatomical models to be housed at the LMC Library (Pittsburg), so that students taking anatomy classes (~288 per semester) can study models outside of their designated lab class time. Students will be able to check-out models for 1 hour at a time during library operating hours. Anatomy courses are 3 sections of Bio30 and 6 sections of Bio40, for a total of 288 students per semester, plus 2 sections of Bio30 in summer. That is 640 students per year who would benefit from this project. There are plans to increase number of sections as well. The outcome of this grant is to: 1) Improve free and equitable access to study resources for all LMC anatomy students 2) Improve success rates of students taking anatomy, and especially reducing the number of students who need to repeat anatomy. Fewer students needing to repeat will... 3) Decrease time to completion. Fewer students repeating will increase the number of spots for students taking anatomy for the first time, thereby reducing course impact and waitlists. For the human anatomy course, identifying structures on anatomical models is approximately 1/3 of the course assessment. Memorizing structure locations on 3D models is a time-consuming process that cannot be completed during designated class time. To be successful, students need opportunities to study the materials they will be assessed on. There is almost no opportunity for students to study the models that will be on their test outside of their designated class time. Students take photos of the models, but that is not the same as holding and rotating a 3D object. Previously, faculty held office hours in the lab room, but that will be going away in fall to make room for more sections in that lab room. The best solution is to have a set of anatomical models available at the LMC Pittsburg Library because: • Library has the longest open hours of any public office on both campuses. This makes it the most equitable location on campus, because it is the only location that can be used by students who work during the day. Tutoring center closes at 5 and MESA closes at 6. • Library has an existing circulation infrastructure and check-out policy that would allow fair and regulated access of models to students. • Library has the ability to secure the expensive anatomical models and impose fines for damage done.	-	-	29,313	3/3/2025	3/3/2027	Joseph Bahiman	Requested funding is to obtain a set of anatomical models to be housed at the LMC Library (Pittsburg), so that students taking anatomy classes (~288 per semester) can study models outside of their designated lab class time. The set of models we are requesting represents 1 copy of each of the models the anatomy lab has multiple copies of; i.e. the most popular models that are most commonly used on lab exams. We also requested 2 sets of skeletons and skulls, as one set of these is likely insufficient for the demand. We request 23 different models that collectively cover the various organs and organ systems of the body, for a total model cost of \$25,238.50 +tax & shipping. The complete list of modes, with prices and vendor links is below. This would be a one time purchase that would support all 3 semesters, and both campuses, indefinitely. In addition to purchasing the models, the models must be securely stored at the library. The library has identified shelving behind the circulation desk, but would like to add a security gate to the aisle to better safeguard the expensive models. The security gate and installation of the gate add an additional \$250.00 to the request. The Program goals this grant will help meet are: 1) Improve free and equitable access to study resources 2) Improve success rates of students 3) Decrease course impact 4) Decrease time to completion.  The requested funding is to obtain a representative set of the major models used in the anatomy lab. We have requested funding for 1 copy of each model that the anatomy lab has multiple copies of, and will be used during lab practical exams. The 23 requested models provide a survey of the key organs and organ systems of the body. List of models, prices, and vendor below.
472	Instructional	Nursing	Operating	Equipment	VN HESI Exam Bundle with 2-Day Live NCLEX Exam	-	-	12,330	3/3/2025	3/3/2027	Maryanne Hicks	VN HESI bundle with 2-Day Live NCLEX Review (\$411x30 students). Funding the VN HESI exam & the two-day NCLEX review bundle is essential for financially challenged VN students who lack the grant support available to RN programs. Without assistance, many cannot afford these critical licensure prep tools, risking lower pass rates and workforce entry delays. This investment including the Uworld practice exam in combination had increased the VN NCLEX pass rate from the erratic 80s to 100% for the FA2023 graduates. Funding for these resources ensures equitable access, higher NCLEX success, and a stronger pipeline of qualified vocational nurses to address the urgent expansion with ADN programs to fill healthcare nursing shortages.
473	Instructional	Center for Academic Support	Operating	Supplies	Brain Food Project. Funds to continue the Brain Food Project, which provides snacks and drinks to promote equity by making certain that students, regardless of income or level of food security, have access to the same support and opportunities for success. The Brain Food project is designed 1) to help increase awareness and use of the support services available to students in the Center for Academic Support, 2) to encourage students to study on campus in an environment that is conducive to studying, and 3) ultimately to help the growing number of students at LMC who are experiencing food insecurities. This aligns with our goals of assisting student completion and success, helping students stay on the pathway (Pillar 3) and ensuring learning (Pillar 4).	-	3,000	2/27/2025	2/27/2027	Sandra Mills and Jill Noel	Seeking funds to continue the Brain Food Project, which provides snacks and drinks to students while studying in the Center for Academic Support. The Center for Academic Support works to provide a culture and environment that supports equity, inclusion, and community. From the Brain Food Project, which provides free snacks for students to our traveling consultant program, which sends consultants to individual classrooms, meeting students where they are, equity and inclusion are at the forefront of the individualized work we do with students. We also include equity-based practices in our tutor training which focuses in cultural humility. Our equity focus impacts our data in terms of student completion and success, helping students stay on the pathway (Pillar 3) and ensuring learning (Pillar 4). The Brain Food Project is a key part of creating a warm, welcoming, collaborative and comfortable environment for students, while helping to meet their basic needs.	
474	Instructional	Veterans Services	Personnel	Classified/Program Assistant	Program Assistant-Veterans Services. The Veterans Services Program is in need of a full-time program assistant.  ISO: Expand utilization of data-driven marketing and outreach efforts to increase veteran enrollment. Classification 52/1 FTE	VA Operating Funds and VRC Grant Funds	67,708		2/28/2025	2/28/2027	Rikki Hall	The Veterans Resource Center is staffed as an office of one. VRC Minimum Standards require a front-desk intake personnel position that is separate from the program coordinator. In addition, the Veterans Program Coordinator is not able to attend community veteran events, resources, and training without closing the VRC due to lack of staffing. Closing the center creates a barrier to access for our veteran, military-connected, and prospective students.  The LMC Veterans Resource Center has applied to serve as a site for VA Federal Work Study students employment. The VA requires a permanent staff member to act as supervisor staffed at the VRC during the VA work study student employment hours.
475	Instructional	Nursing	Operating	Supplies/Other	Digital Learning Resource Bundle. Our Vocational Nursing (VN) program faces a critical need to improve and maintain the NCLEX pass rates and student retention as we adapt to a more rigorous BVNPT-mandated curriculum. FA Davis bundle and Lippincott's pharmacology bundled digital learning tools provide essential, evidence-based resources that enhance clinical judgment, reinforce key nursing concepts, and improve exam readiness. Grant funding will ensure all students, especially those financially challenged, have access to these vital tools, directly impacting graduation rates, licensure success, and workforce readiness. This investment aligns with our program goals and the college's Educational Master Plan, strengthening student outcomes and preparing a highly competent nursing workforce to meet growing healthcare demands.		18,360	2/28/2025	2/28/2027	Maryanne Hicks	FA Davis Bundle (\$472 x 30 students) & Lippincott Pharmacology bundle (\$140 x 30 students); Integrated into curriculum  With the newly implemented rigorous VN curriculum per BVNPT requirements starting FA2025, students will face greater academic challenges that demand stronger instructional support and advanced learning tools. The FA Davis digital platform and Lippincott's pharmacology bundle will aid students in adapting to these increased expectations by providing structured, interactive, and evidence-based resources that enhance clinical reasoning and knowledge retention. This initiative aligns with our VN program review and the college's Educational Master Plan (EMP) goals by addressing critical areas of student success, equity, and workforce development. Ensuring financially challenged students have access to these essential digital tools will help improve graduation rates, licensure pass rates, and program retention—key metrics for institutional effectiveness. Investing in FA Davis resources will directly impact student outcomes, supporting a stronger, more prepared nursing workforce to meet healthcare demands.	
476	Instructional	Liberal Arts and Sciences	Operating	Service/Contract	Student Licenses for Adobe Creative Suite. Adobe Creative Suite now requires individual licenses per student user. Students enrolled in Graphic Design courses and Journalism courses related to the LMC Experience student newspaper are unable to complete their courses learning objectives or student newspaper without Adobe Creative Suite access. Request would cover the cost of licenses for students enrolled in Summer 2025, Fall 2025, and Spring 2026 at the cost of \$50 per student for 6 month access.		50,000	3/13/2025	3/13/2027	Rachel Anicetti	Adobe Creative Suite now requires individual licenses per student user. Students enrolled in Graphic Design courses and Journalism courses related to the LMC Experience student newspaper are unable to complete their courses learning objectives or student newspaper without Adobe Creative Suite access. Request would cover the cost of licenses for students enrolled in Summer 2025, Fall 2025, and Spring 2026 at the cost of \$50 per student for 6 month access.	
Instructional Total							911,682	900,037				
320	Student Services	Outreach & Welcome Services	Operating	Classified	New Partial Funding Source for 2 Positions In order to sustain early college credit functions (i.e. HS Dual Enrollment, HS Articulation, Career Focus Fridays, etc.), 20% of the funding for the Senior Program Coordinator and Professional Expert positions must be shifted from Strong Workforce to another funding source.	SEA FUNDS	36,931	-	4/20/2023	4/20/2025	Nicole Almassey, Bill Bankhead	Historically, CTE grant funding (Strong Workforce Program-SWP) paid 100% of the salary of the Senior Program Coordinator (Kelly Green) and the Professional Expert (Collen Grim), whose work is focused on early college credit functions (such as HS Dual Enrollment, HS Articulation, Career Focus Fridays, etc.). However, these two positions do not work exclusively with CTE-related programs and students. Strong Workforce Program allowability language permits proportional funding and therefore must be reduced to 80% to better reflect the proportion of early college credit activities that are aligned to CTE programs. As such, this has resulted in a funding gap of 20% for each position annually beginning in 2022-2023. The cost breakdown is as follows: Senior Program Coordinator Total Salary & Benefits: \$142,387 Strong Workforce Program Funding (80%): \$113,909 SEA Fund Request (20%): \$28,478 Professional Expert Total Salary & Benefits: \$42,263 Strong Workforce Program Funding (80%): \$33,810 SEA Fund Request (20%): \$8,453 Early college credit and associated high school outreach activities are supportive of the goals of the Student Equity & Achievement program in increasing access and enrollment to the college. Therefore, SEA funding has been identified as an appropriate potential funding source to meet the budget gap for these positions. Moreover, in 2022 Los Medanos College committed \$150,000 of SEA funds as a match to the successful \$300,000 Perkins Reserve Innovation Grant that will "partially fund Guided Pathways program staffing, with a specific focus on staff supporting CTE programs...[and] focus on closing the equity gap experienced by Hispanic and African-American students...[and] increasing outreach, enrollment, and retention." The grant expires in June 2024 and LMC has not yet begun expending the SEA matching funds; approving this RAP proposal would meet over \$73,000 of that obligation.

**Los Medanos College Resource Requests**  
**FY2024-2025**  
Updated 3/13/2025

BRD#	Unit	Department	Resource Need (Personnel / Operating / PD)	Resource Type	Description	Funding Source	Ongoing Amount	One-time Amount	Date Received	Expiration Date	Requestor	Justification
321	Student Services	EOPS/CARE/ NextUp/BOEP	Operating	Facility Improvement	Relocate EOPS/Care/Next Up/BOEP EOPS is requesting a relocation of the department to a more open and student facing environment, one that would promote a sense and belonging. With the addition of the NextUp program, EOPS has outgrown our current space (SS-412). Creating space for disproportionately impacted populations would contribute to college effort to boost retention rates. This is in alignment with the EOPS 2020-2025 program review plan which outlined a plan to reinstitutionalize the following services to increase retention and success rates, study hall events, offer tutoring, and increase retention of all four programs.	NextUp		-	100,000	9/20/2023	9/20/2025	Carissa Craig-Huddleston  The current location for EOPS is in a suite originally designed to support three programs, 11 currently supports Six including EOPS, CARE, NextUp, BOEP CalWORKS, and Retention. To better support our students, and align with our program's new goals of increasing retention rates for students within the EOPS program, we request to relocate to a larger, more open center that is similar to the Academic Support Center. With this location, EOPS could create a multi-functional space that includes 1. Open tables and computers to reinforce study habits and offer EOPS specific tutoring 2. Office for manager, private Space for coord,nators to meet with students while discussing conf,dential matters    space for student mentors to meet with mentees, and space for meetings and/or counseling hours. 3. A refrigerator and mini food pantry to address food insecurity needs 4. A private entrance to offer evening hours to better meet the needs of our students and create more movement on site after hours 5. Lockers for temporary storage after hours and in a safe location.
384	Student Services	EOPS/CARE/ NextUp/BOEP	Personnel	Classified	EOPS currently serves over 570 students a semester, with one program assistant and three partial program coordinators, who support EOPS students in addition to BOEP, CARE, and NextUp students. As we expand our Student Mentor program, which aligns with our annual program review goals to increase retention and enrollment of students within our programs, we require an additional program assistant to develop our mentors and complete clerical duties in support of our program and students. With the addition of the NextUp program for former foster youth, our application window never closes and the level of verification and form tracking is beyond the capabilities of one program assistant.	50% 12-25-301065-649027-52120 50% 12-25-301065-643000-52120	76,172	-	3/18/2024	3/18/2026	Carissa Craig-Huddleston  EOPS, CARE, NextUp, and BOEP offer support and guidance to our most vulnerable populations. EOPS serves students who are low income and often first generation college students. CARE is a program under EOPS that supports single parent students who receive cash aid. NextUp is a new program under EOPS that supports current and former foster youth students, and BOEP supports Black and African American males on campus through mentorship and connection. With four programs under one roof, we need the staff to support the retention and onboarding of these populations. The role of the program assistant is to support all of our clerical functions, such as serving as the first point of contact for students, processing applications, tracking verification with state and county agencies, providing oversight of the SAR5 grid for outlining counseling appointment scheduling and supervising and scheduling the student mentor program, sending out department-wide communication to students in all four communities.  With an additional program assistant EOPS, CARE, and NextUp could offer support at the Brentwood Campus as needed as well as provide coverage for tabling and outreach events like Senior Saturday. This position would provide training and lead the 13 student mentors in weekly discussions as well as create ongoing training programs for them. In addition, EOPS, CARE, and NextUp currently distribute roughly \$1,500 transportation and food vouchers. To relieve the burden on the cashier's office and in aligned with DVC and CCC EOPS departments, the EOPS office could purchase a safe and with a permanent dedicated staff could distribute, manage, and safely track the vouchers internally.  Keeping in mind the strict budgetary restrictions our college is facing in the next few years, and in alignment with the new funding model, programs like ours support the college in overall FTE and program completion. The 2023-24 compendium states an EOPS allocation of \$1,408,534 with a guarantee of 90% of our funds based on students served, and overall EOPS enrollment is up by 25% from fall 2023. In addition, the State Chancellor's Office allocated \$577,980 of categorical funding to LMC for fiscal year 2022-23, with the promise of continued funding based on the number of foster youth the college serves and a guarantee of 75% of annual the past year's budget.  Additionally, EOPS is looking to support formerly incarcerated students by applying for the Rising Scholars grant listed in the 2023-24 compendium. LMC currently does not have a program to support formerly incarcerated students on campus and this population needs the same level of support our other programs provide. While EOPS offers grants and pays for textbooks, the support students need most comes from the personal connections and inclusion our programs can provide. Formerly incarcerated students need to feel accepted and supported. They need an advocate and a structured support team dedicated to their success.	
Student Services Total							113,103	100,000				
Grand Total							1,282,063	1,939,077				
Budget Request Grand Total							3,221,140					