



# Instructional Equipment Request (IER) Form

FY 2023-2024

Title of Submission:	Raspberry Shake Seismograph
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Please review all information carefully to ensure timely processing. More information can be found [here](#).

Deadline	Action
10/11/2023	IER forms due to Division Dean
10/18/2023	Division review of IER forms (Dean & VP signature)
10/20/2023	IER forms due to Executive Assistant of Administrative Services (with Dean & VP signature)

## Checklist

- All IER form fields complete
- Valid quote attached to submission (must be attached before submitting form)
  - Shipping, installation, and tax** are required on the quote, whenever applicable. This must be provided by the vendor themselves. **Do not split quotes or submit duplicate quotes.**
  - IMPORTANT:** To comply with state law, purchases between \$ 30,000.00 and \$ 109,299.99 require 3 quotes from 3 different vendors. We're required to proceed with the cheapest option unless a compelling argument can be provided for a more expensive option. If your request is approved, you will be notified *via email* to obtain an **updated quote, two additional quotes**, and complete a [requisition](#) form. Please monitor your email closely throughout the fiscal year as we **cannot** proceed with your request until these quotes, and any additional requirements, are provided.
  - Purchase requests of \$ 109,300.00 or more must go out for bid\* (aka RFP process) and then go to Board for approval. You will be provided further instruction via email after your request is approved.
  - For assistance with quotes, please contact Bill Pagano at [bpagano@clpccd.org](mailto:bpagano@clpccd.org) or (925) 485-5271.
- IER form, with quote, signed and submitted to Division Dean including:
  - Quote (required)
  - [New Vendor Application](#) (if new vendor)
  - Copy of [W9](#) (if new vendor)

**\*Bid Process:** Purchasing submits RFP & selects cheapest bid → Requestor submits [Requisition](#) → Business Office enters Requisition in Banner → Requestor submits Board packet with copy of entered Requisition.

## IER Process Flow

1. Completed packet signed and submitted to Division Dean
2. Dean reviews and forwards to Vice President
3. Vice President reviews and forwards to Executive Assistant of Administrative Services
4. Executive Assistant logs requests and forwards to M&O and IT for review
5. RAC reviews and scores requests
6. Executive Assistant combines committee scores into final rankings for final RAC review
7. RAC Chair meets with College President to discuss ranked requests
8. College President issues approval memo to RAC
9. RAC notifies requestors via email of approved requests and additional steps (e.g. additional quotes, board, etc.)
10. RAC submits IER forms to Business Office for processing
11. Business Office reviews requests, enters into Banner, and forwards to Purchasing
12. Purchasing will assist with requests that must go out for bid and requires board approval (requestor will be notified)

# Instructional Equipment Definitions

## Allowable Items

**Allowable Items:** Instructional equipment expenditures are eligible if the equipment, library material, or technology is for classroom instruction, student instruction or demonstration, or in the preparation of learning materials in an instructional program. There are five categories that will be used to classify instructional support. Please note that requests are not limited to the examples shown below.

1. **Equipment and Furniture:** instructional equipment and furniture for primary use by students in instructional programs:
  - a. Classroom/laboratory equipment including whiteboard, screen, projector, etc.
  - b. Instructional furniture including desks, tables, podium, chairs, etc.
2. **Information Technology:** instructional information technology equipment for student use in classrooms and/or laboratories including desktops, laptops, monitors, printers, servers, network/wireless infrastructure, AV/TV, multimedia.
3. **Software:** software licenses are allowed but only the initial year is permitted. Other software that are permitted are those that are used in excess of one year and software modifications that add capacity or efficiency to the software that defers obsolescence and results in an extension of the useful life of the software, including registration, counseling, student services, learning management systems for student use.
4. **Adaptive Equipment:** adaptive equipment for ADA/OCR students are allowed to assist them in a learning environment.
5. **Library Material:** databases, online subscriptions, books, periodicals, videos, etc.

## Non-Allowable Items

**Non-Allowable Items:** Administrative or non-instructional purposes including equipment being used for administrative or non- instructional purposes is not allowed, including photocopiers, file cabinets, bookcases, computers, networking infrastructure, software licenses.

## IE Rubric

RAC evaluates each IE request based on the rubric below. RAC stresses the importance of quality requests. RAC may choose not to rank incomplete IE requests.

Criteria	Strong Evidence	Adequate Evidence	Limited Evidence
<b>LPC Mission &amp; Planning Priorities</b> [Section 2] (5 points) Ranking Scale	Clear and compelling evidence/data that equipment will fully support LPC Mission and Planning Priorities. 4-5	Clear evidence/data that equipment will fully support LPC Mission and Planning Priorities. 2-3	Limited or no evidence/data that equipment will support LPC Mission and Planning Priorities. 0-1
<b>Educational Items: Programmatic Impact and Institutional Support</b> [Section 3] (10 points) Ranking Scale	Clear and compelling evidence/data (as stated in program review) that this equipment will have substantial impact on program curriculum. 8-10	Clear evidence/data (as stated in program review) that this equipment will have substantial impact on program curriculum. 4-7	Limited or no evidence/data (as stated in program review) that this equipment will have an impact on program curriculum. 0-3
<b>Teaching &amp; Learning</b> [Section 4] (10 points) Ranking Scale	Clear and compelling evidence/data that equipment provides much needed or beneficial enhancement to instruction. 8-10	Clear evidence/data that equipment provides enhanced instruction that is not met through current means. 4-7	Limited or no evidence/data that equipment provides enhanced instruction that is not met through current means. 0-3
<b>Outcomes</b> [Section 5] (5 points) Ranking Scale	Clear and compelling evidence/data that equipment will support course and/or program outcomes above and beyond current capability. 4-5	Clear evidence/data that equipment will support course and/or program outcomes beyond current capability. 2-3	Limited or no evidence/data that equipment will support course and/or program outcomes beyond current capability. 0-1

# Instructional Equipment Request Form

Name of Requestor: Pascal, Marisa

Division: STEM

Discipline: Geology

This Equipment Request is: New Equipment or Technology

## SECTION 1: Equipment Description

Describe the specific equipment requested and how it will be used to replace, upgrade, or provide new technology to LPC from what is currently in place:

### Equipment Location

Building #: 1800

Room #: 1824

### Comments:

The Raspberry Shake is a low cost, easy to use seismograph unlike traditional seismographs which are complicated to set-up and expensive to maintain. This unit will significantly enrich our geology curriculum by providing students with hands-on experience in seismology. It will serve as a valuable educational tool, allowing students to understand the principles of seismology, earthquake detection, and data analysis. This hands-on experience is essential for developing the next generation of geologists.

**If applicable, describe the legal requirement, mandate, or safety concern related to the purchase of this equipment, making specific reference to legal requirements or regulations:**

## SECTION 2: LPC Mission Statement and LPC Planning Priorities

### LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career- technical goals while promoting lifelong learning.

### LPC Planning Priorities

- Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

**Explain how the equipment supports LPC's Mission Statement and Planning Priorities:**

LPC resides in a seismically active region. Installation of a seismograph on campus, and incorporating it's data into our classes give the students an opportunity to learn about the area's seismic activities as well as the accompanying seismic hazards. Having a seismograph on campus allows the students to collaborate in projects and scientific studies. LPC can play a vital role in contributing to the global knowledge of seismic events.

### SECTION 3: Educational Items | *Program Review*

#### Specify the educational programs the equipment supports:

Geology: 1/1L Intro to Physical Geology lecture/Lab  
5/7 Environmental Geology  
12/12L Oceanography lecture/lab  
20 Earth Science for Educators  
Geography: 1/1L Intro to Physical Geography  
Physics Department: 1B/2A/10L Physics labs

#### Is the equipment part of an upcoming Program Review? Was it included last year? If not, why? Use language from your Program Review to explain:

Yes the equipment is part of the upcoming Program Review. A new department head was hired in August 2023 and purchasing this equipment is part of a comprehensive re-evaluation of the geology program at LPC in an effort to tailor it to the changing needs and interests of current and future students.

### SECTION 4: Teaching and Learning

#### Please use evidence and data that describes how the equipment provides enhancements/benefits to the current level of teaching capabilities:

The Raspberry Shake bundle includes two different seismographs. The 4D seismograph will be permanently installed in a secure location and the data will be transmitted to the Raspberry Shake real-time network. The 1D vertical seismograph will provide students with hands-on learning experiences in the classroom.

In a classroom environment, the 1D seismograph can be used to record the waves as they move through different materials. For example we could place the 1D seismograph on the ground and drop a textbook a certain distance from the sensor and measure how long it took for the wave to travel that distance. Students could then drop the book from a greater distance and see how the waveform changes as it travels a longer path, dissipating energy as it travels. Then we could place the sensor on different materials and see how the waveform changes, this allows the students to study how the amount of energy transferred by a wave changes with different mediums.

In the geology classes, students will learn about the speed of P-waves and S-waves in real time, the basics of seismology and seismic waves, and how a seismograph works. In the physics classes, the students will see how to make connections between engineering and building designs for regions that experience frequent earthquakes.

The data collected by the permanently installed 4D seismograph, allow students to interact with a global seismic network and learn how to triangulate earthquakes. Additionally the 4D seismograph would be a tool to measure many smaller earthquakes that are happening frequently in our area that we don't necessarily feel.

#### Detail the impact the equipment has on learning:

The local data collected from the 4D strong motion seismograph will be uploaded to a global seismographic network of citizen scientists that the LPC students and the geology department will be a part of. We will also have access to the data from the entire network, allowing us to analyze real earthquakes in the classroom from all over the world as they occur.

By teaching our students about seismology, earthquakes, and earthquake hazards using LPC data, collected by LPC scientific instruments installed on their campus, the students can take ownership over understanding the natural world in their own back yard and the hazards associated with it (including a major fault that runs right by LPC campus and that our Raspberry Shake instrument will be ideally situated to monitor).

#### Please state the number of classes and students the equipment will impact:

**Classes/Sections:** 12/17

**Students:** 624

## SECTION 5: Student Learning Outcomes (SLOs)

### Document how the equipment will enable you to surpass your current Student Learning Outcomes:

Geology 1—Physical Geology lecture and 1L Physical Geology laboratory

Studying how acoustic energy is recorded as a seismograph will help students understand how earthquakes are recorded and monitored as well as various ways the geology of the near surface affects seismic hazard. In the lab portion of the class, students will have a hands-on experience with the seismograph.

Geology 12—Oceanography Lecture and 12L Oceanography Laboratory

Studying how acoustic energy is recorded as a seismograph will help students understand how the depth of the ocean, the thickness and distribution of seafloor sediments, and seafloor structures and features are determined and mapped. In the lab portion of the class, students will have a hands-on experience with the seismograph.

Geology 20—Earth Science for Educators, with laboratory work

Studying how acoustic energy is recorded as a seismograph will help future educators understand how to teach their students about earthquakes and earthquake hazards in a hands-on, explore-by-doing way

Geology 5 and 7—Environmental Geology: hazards and natural disasters

Studying how acoustic energy is recorded as a seismograph will help students understand how earthquakes are recorded and monitored as well as various ways the geology of the near surface affects seismic hazard

Physics 10L, IB, 2A -A Raspberry Shake would be useful in our intro physics labs, when studying the concepts of waves and their propagation.

Geography 1 – Introduction to Physical Geography and 1L Introduction to Physical Geography Lab. Students will learn the basics of seismology and seismic waves, learn how a seismograph works, be able to interact with the global network and learn how to triangulate earthquakes.

Geographers are interested in landforms that are the result of earthquake and fault activity, types of faults and types of fault movements. For the lab class, this would be an opportunity to create new labs using the Raspberry Shake and taking a deeper dive into Seismology and the creation of landforms.

SECTION 6: Total Cost of Ownership | *Maintenance and Sustainability*

**Does the new equipment replace older equipment? If so, will you retire/surplus the old equipment? If not, where will you store the older equipment and what are the associated storage costs?**

No

**Detail how the equipment meets or exceeds [LPC's Sustainability Efforts](#):**

No

**How does the equipment provide renewal resources to the college?**

No

**Operator**

Primary operator:	Pascal, Marisa		
Does the work align with current position duties?	Yes		
Cost to train primary operator:	0.00		
Approx. # of hours equipment will be used per month:	720		
Comments:	The 4D seismograph would be operating 24h per day and 7 days a week with its data being transmitted to the Raspberry Shake real-time network.		

**Maintenance and Repairs**

Who will perform maintenance and repairs?	Marisa Pascal		
Estimated hours per month:	1		
Does the work align with current position duties?	Yes		
Cost to train for maintenance and repairs:	0.00		



## Approvals and Signature Routing

Before signing below, please confirm all fields are filled out and all information provided is correct. Requests must be fully complete, signed, and submitted to your Division Dean by the deadline (see page 1). **Quote must be attached to this form before submitting.**

Title	Signature	Date
Requestor:	<i>Marisa Pascal</i>	10/11/2023
Division Dean:	<i>Thomas Orf</i>	10/18/2023
Vice President:	<i>Nan Ho</i>	10/18/2023
College Technology Services Manager:	<i>Stephen Gunderson</i>	10/19/2023
M&O Director:	<i>John Seybert</i>	10/19/2023
Vice President, Administrative Services:	<i>Anette Raichbart</i>	10/20/2023



# Request for Taxpayer Identification Number and Certification

**Give Form to the  
 requester. Do not  
 send to the IRS.**

▶ Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type.  
 See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. <b>WIRELESS ELECTRONICS, INC</b>	
2 Business name/disregarded entity name, if different from above	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.  <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input checked="" type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate  <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ <b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.  <input type="checkbox"/> Other (see instructions) ▶ _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):  Exempt payee code (if any) _____  Exemption from FATCA reporting code (if any) _____  <i>(Applies to accounts maintained outside the U.S.)</i>
5 Address (number, street, and apt. or suite no.) See instructions. <b>153 COOPER ROAD</b>	Requester's name and address (optional) <b>Las Positas College</b>
6 City, state, and ZIP code <b>WEST BERLIN, NJ 08091</b>	
7 List account number(s) here (optional)	

## Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

<b>Social security number</b>										
or										
<b>Employer identification number</b>										
5	1		-	0	3	7	0	0	7	2

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

## Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	Signature of U.S. person ▶ <i>Kandip Kessel</i>	Date ▶ <i>10/9/23</i>
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## General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

### Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*



# CHABOT – LAS POSITAS COMMUNITY COLLEGE DISTRICT

## Vendor Profile Application

Return Completed Form to:

Contact Person Requesting Your Services

**PLEASE TYPE OR PRINT.**

For questions regarding this form or the application process, please contact the Purchasing Department at (925) 485-5230.

1.	Vendor Name: <u>Wireless Electronics inc</u> DBA (if any): <u>n/a</u> Check payable to <u>Wireless Electronics Inc</u>
2.	This information must be supplied. <b>If not, the application will be returned. <u>W9 form Required.</u></b> Federal ID Number <u>51-0370072</u> - _____ or Social Security Number _____ - _____ - _____ A. Federal Tax Classification <input type="checkbox"/> Individual/Sole Proprietor (S) <input type="checkbox"/> Joint Venture (J) <input type="checkbox"/> Partnership <input type="checkbox"/> Single-Member LLC <input checked="" type="checkbox"/> Corporation (C), State where incorporated <u>DE</u> B. Is it a Non-Profit Organization? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No , If yes provide Tax-Exempt Form C. Business Start/Incorporation Date <u>DEC</u> / _____ / 1995
3.	Addresses A. <u>Primary/Mailing</u> Street <u>153 Cooper Road</u> City <u>West Berlin NJ</u> Zip Code <u>08091</u> Primary Contact Name <u>Kandie Kessler</u> Phone ( <u>856</u> ) <u>768</u> - <u>4310</u> Ext. _____ Fax ( <u>856</u> ) <u>753</u> - <u>9290</u> Email <u>accounting@wirelessce.com</u> B. <u>Order (for Purchase Orders, if different from above)</u> Street <u>same</u> City _____ Zip Code _____ Primary Contact Name _____ Phone ( _____ ) _____ - _____ Ext. _____ Fax ( _____ ) _____ - _____                                      Email _____ C. <u>Remittance (for checks if different from above)</u> Street <u>same</u> City _____ Zip Code _____ Primary Contact Name _____ Phone ( _____ ) _____ - _____ Ext. _____ Fax ( _____ ) _____ - _____                                      Email _____
4.	Vendor Category <input type="checkbox"/> Disabled Veteran <input type="checkbox"/> Minority Owned <input type="checkbox"/> Small Business <input type="checkbox"/> Women Owned
5.	Type of Business: Check the one which best describe your company: <input type="checkbox"/> Broker <input type="checkbox"/> Manufacturer <input type="checkbox"/> Manufacturer's Rep <input type="checkbox"/> Wholesaler <input checked="" type="checkbox"/> Retailer <u>Service</u> <input type="checkbox"/> Architect, Engineer, Construction <input type="checkbox"/> Professional <input checked="" type="checkbox"/> Other
6.	Sales Tax Collection <input type="checkbox"/> Collects all Sales/Use Tax for Alameda County <input type="checkbox"/> Collects Selected Taxes _____ % <input checked="" type="checkbox"/> Does not collect Sales Tax California Seller or Use Tax Permit Number _____ Do you supply recycled products? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7.	Type of commodities or services that your business provides _____ _____
8.	Name of person completing the form Name <u>Kandie Kessler</u> Title <u>Office Manager</u> Phone No. <u>856-768-4310</u> Signature <u>Kandie Kessler</u> Date <u>10-09-23</u> Email Address: <u>kkessler@wirelessce.com</u>

DO NOT COMPLETE – For CLPCCD use only	<input type="checkbox"/> New <input type="checkbox"/> Updated	Received by Purchasing on _____
		VENDOR NO. _____

