Reference #: CAP#0000004
Fiscal Year: 2026-2027

CLASSIFIED & ADMINISTRATIVE POSITION (CAP) REQUEST FORM

PROCESS OVERVIEW

- Submit a complete form with all required sections, including an attached job description.
- RAC will review and prioritize submissions based on criteria in the scoring rubric below.
- Incomplete requests will not be scored.
- RAC will make hiring recommendations to the College President, who will make the final hiring decision.

NOTE: If you are submitting on behalf of an area where you work but do not supervise, briefly describe your relationship to the area in the Summary Information section.

KEY DEADLINES

Deadline	Action
11/04/2026	Cost calculation request submitted to Administrative Services Officer (section 6)
11/10/2026	CAP form submitted to Division Dean (with approved cost calculation)
11/18/2026	Request presented at Division / Area meeting
11/20/2026	Submit completed form, signed by Dean & VP, to Administrative Services Office by 5:00pm

SUBMISSION CHECKLIST

☒ **[Step 1]** All sections of the form are complete.

☒ **[Step 1]** Current or proposed job description is attached.

☐ **[Step 2]** Section 6: Cost Calculations have been completed by the Administrative Services Officer (allow sufficient lead time before the Dean deadline).

☐ **[Step 3]** Form signed and submitted to Division Dean by deadline.

WHEN IS THIS FORM REQUIRED?

Required for:	Not required for:
• Requesting a new position • Requesting increased hours for an existing position • Informing the committee of a new categorically funded position (information only; not ranked)	• Temporary positions supported by general funds • Positions currently funded but vacant for less than 24 months • Approved positions with a failed search (approval extended 12 months only)

More information on the CAP request process can be found here.

SCORING RUBRIC: HOW YOUR REQUEST WILL BE EVALUATED

Criterion	Strong Evidence (high scores)	Adequate Evidence (mid scores)	Limited Evidence (low scores)
Program or Unit Need *(10 pts) [Section 1]*	**8–10:** Clear and compelling evidence of substantial need with demonstrated impact on students, program, or college operations.	**4–7:** Clear evidence of need with identifiable impact on students, program, or college operations.	**0–3:** Limited or no evidence of need or demonstrable impact.
Program Plans, Goals, and Initiatives *(10 pts) [Section 2]*	**8–10:** Clear and compelling evidence that this position is identified in program review or plans with a well-articulated connection to specific goals or initiatives.	**4–7:** Clear evidence that this position is connected to program review or plans with reasonable articulation of relevant goals or initiatives.	**0–3:** Limited or no connection to program review, plans, or program goals and initiatives.
(A) Student Learning & Success **— or —** **(B) Institutional Effectiveness & Excellence** *(10 pts) [Section 3]*	**8–10:** Clear and compelling evidence that position will substantially advance (A) student learning & success or (B) institutional effectiveness & excellence.	**4–7:** Clear evidence that position will contribute to (A) student learning & success or (B) institutional effectiveness & excellence.	**0–3:** Limited or no evidence of contribution to (A) student learning & success or (B) institutional effectiveness & excellence.
Mission & Planning Priorities *(10 pts) [Section 4]*	**8–10:** Clear and compelling evidence that position strongly supports College Mission and/or Planning Priorities.	**4–7:** Clear evidence that position supports College Mission and/or Planning Priorities.	**0–3:** Limited evidence that position supports College Mission and/or Planning Priorities.
Organizational Safety & Compliance *(10 pts) [Section 5]*	**8–10:** Clear and compelling evidence of significant safety or compliance implications if this position remains vacant.	**4–7:** Clear evidence of safety or compliance implications if this position remains vacant.	**0–3:** Limited or no evidence of safety or compliance implications.
Total	**50 points**		

*** Section 3 is dependent on type of position:** *Positions with direct student contact use Version A (Student Learning & Success). Positions without direct student contact use Version B (Institutional Effectiveness & Excellence). RAC has final discretion on what criterion to apply.*

Requester Name: Laura Cornett **Division:** STEM

SUMMARY INFORMATION

Tip: Use specific evidence and data throughout each narrative section. Requests without supporting evidence receive lower scores. Incomplete requests will not be ranked.

Title of Position Being Requested:	Laboratory Technician 3CTE09

Please also attach a current or proposed district job description. 1 📎 Job Description

Position Will Reside in Division/Unit:	STEM- Horticulture
This Position will Report to:	Dean of Stem, Paula Checchi

The Position Being Requested Is: Increase for Existing Position

☐ **New Position:** Hours/week: _____ Months/year: _____

☒ **Increase for an Existing Funded Position:**

TYPE	CURRENT (From):	REQUEST (To):
Service Months	11 months	12 months
FT/PT Status	50.00 %	80.00 %

Name of Current Position Holder: Laura Cornett

☐ **New Categorically Funded Position** *(information only — not ranked)*

Hours/week: _____ Months/year: _____

Has this position or a similar position been submitted to RAC previously?

[X] No Year(s): _____

Outcome: _____

Will this position have direct student contact? [✓] Yes

Direct student contact includes classified and administrative positions whose primary function involves directly assisting, supporting, or serving students in an instructional, academic support, or student services capacity.

If you work in, but don't supervise, this area, briefly explain your relationship to the position:

SECTION 1 — Program or Unit Need

Scored 0–10 points

Strong responses provide clear and compelling evidence of substantial need with demonstrated impact on students, the program, or college operations (e.g., enrollment trends, service gaps, program growth, or instructional and operational needs).

What key responsibilities would this position assume?

List the primary duties and functions. Be specific about what this person would do day to day.

- Greenhouse and nursery operations: Maintain growing environments, monitor irrigation and environmental conditions, support propagation activities, and coordinate plant-care schedules.
- Instructional laboratory preparation: Prepare materials, tools, plant specimens, growing media, and equipment for laboratory exercises and demonstrations.
- Plant health and sustainability: Monitor plant health, assist with integrated pest management activities, and support sustainable cultivation practices under established program protocols.
- Equipment and facility maintenance: Inspect, organize, clean, and maintain horticultural equipment, irrigation systems, growing areas, and instructional workspaces.
- Student learning support: Assist faculty with technical demonstrations, equipment preparation, and safe implementation of hands-on instructional activities.
- Inventory and resource management: Monitor plant materials, seeds, soil amendments, containers, supplies, and equipment to support timely instructional preparation.
- Program development and community engagement: Assist with plant sales, horticultural demonstrations, outreach activities, and community partnerships where these activities are part of approved program operations.

Departmental coordination; responsible for discipline planning, scheduling planning, faculty recruitment efforts

List other personnel in the unit with shared or similar responsibilities:

None

Describe the historical context and changing demands on this unit over the past 3–5 years:

Refer to relevant program review section. Consider bandwidth issues, enrollment changes, service gaps, or staffing changes.

The current facility opened in Fall 2022. It is considerably larger than the previous facility with a greenhouse, shade hose, orchard and extensive growing grounds. Horticulture is also responsible for maintaining approximately 50 olive trees that are situated on either side of the vineyard.

The Horticulture program's staffing needs must be considered in the context of its specialized instructional model. Unlike conventional classroom materials, living plants and growing environments require ongoing monitoring, maintenance, and timely intervention.

As horticulture education incorporates sustainable landscape practices, water-efficient irrigation, plant propagation, soil management, and environmentally responsible production methods, technical preparation and facility oversight become increasingly important.

Instructional activities may involve multiple growing cycles, seasonal planting schedules, greenhouse or nursery management, and laboratory projects that continue between scheduled class sessions.

A limited-hour position constrains the program's capacity to maintain these activities consistently, especially when instructional preparation overlaps with routine plant care and equipment maintenance.

In addition to these operational and instructional responsibilities, the program currently does not have a full-time faculty member overseeing its department coordination needs. As a result, the postion has assumed additional departmental responsibilities as noted above. These adminstrative functions are essential to maintaining program continuity, supporting instructional needs and ensuring that the program can effectively plan for future semesters.

Provide additional evidence supporting the need for this position and its impact on students or the program:

Students would have greater access to organized, functional instructional spaces that support participation by learners with varying levels of experience.

A more dependable staffing schedule would support irrigation, propagation, transplanting, pest monitoring, and other time-sensitive activities that cannot be deferred between classes.

Routine maintenance and preventive care would help reduce avoidable plant losses, equipment deterioration, and unnecessary replacement costs.

SECTION 2 — Program Plans, Goals, and Initiatives

Scored 0–10 points

Strong responses provide clear and compelling evidence that this position is identified in program review or emergent plans, with well-articulated connections to specific program goals, initiatives, or institutional priorities.

Was this position need identified in your Program Review?

Yes, explicitly identified in Program Review

Year: 2026

Describe the goals, challenges, or emerging circumstances this position is intended to address.
Where program review documented this need, be sure to cite the relevant portions and expand on it if needed. If this need has emerged since your last program review, describe the circumstances that make it a priority now.

The proposed increase in hours is intended to address the growing operational, instructional, and administrative demands of the Horticulture program following the expansion into its current facility in Fall 2022. The increased size and complexity of the facility, including the greenhouse, shade house, orchard, vineyard, and extensive growing grounds, have created ongoing maintenance and plant-care responsibilities that exceed the capacity of the current limited-hour position. A primary goal is to ensure consistent oversight of these living instructional environments so that time-sensitive activities such as irrigation, propagation, transplanting, pest management, and seasonal planting can be completed reliably. Another significant challenge is the absence of a full-time faculty member overseeing the program, which has resulted in the position assuming additional department coordination responsibilities, including discipline planning, course scheduling, faculty recruitment, budget tracking, and administrative support. These competing responsibilities make it increasingly difficult to balance daily facility operations with instructional preparation and departmental needs within the existing work hours. Increasing the position's hours would provide greater consistency, improve operational efficiency, support faculty and student learning, reduce the risk of deferred maintenance and plant loss, and allow the program to sustain its expanded facilities while meeting its ongoing instructional and administrative obligations.

How does filling this position support the college's ability to meet ACCJC standards related to staffing adequacy, student learning and support services, or institutional effectiveness and accountability?

Increasing the hours of this position would support the college's ability to meet several key expectations outlined in the ACCJC 2024 Accreditation Standards, particularly Standard 2: Student Success and Standard 3: Infrastructure and Resources. Under Standard 3.1, the college is expected to employ adequate personnel to support and sustain educational services and improve student success. Increasing the hours of this existing position would provide the staffing capacity necessary to support the Horticulture program's expanded facilities, specialized instructional needs, and ongoing operational responsibilities. This additional support would also advance Standard 3.8 by helping ensure that physical resources are safe, functional, and properly maintained to support instruction. In alignment with Standard 2, particularly 2.2, 2.6, and 2.9, consistent technical and laboratory support would help faculty deliver effective hands-on instruction, maintain instructional environments that support diverse learning needs, and provide students with meaningful opportunities to develop practical, discipline-specific skills. Furthermore, reliable department coordination support, including course scheduling, discipline planning, faculty recruitment, budget monitoring, and resource management, would strengthen program continuity and contribute to effective institutional planning and accountability. Ultimately, increasing the hours of this position represents a strategic investment in staffing adequacy, student learning, responsible stewardship of college resources, and the college's ability to sustain a high-quality Horticulture program.

SECTION 3 — Student Learning & Success | Institutional Effectiveness & Excellence

Scored 0–10 points

Complete either Version A or Version B based on your response in the Summary Information section.

VERSION A — For positions with direct student contact

Explain how this position will contribute to and/or support student learning and success:

Strong responses provide clear and compelling evidence that this position will substantially advance student learning and success (e.g., assessment data, best practices, or industry standards).

Increasing the Laboratory Technician position would directly strengthen student learning and success by improving the reliability, safety, and instructional readiness of the Horticulture program's laboratories and growing environments. Horticulture students develop essential professional competencies through hands-on experience with plant identification, propagation, soil preparation, irrigation, plant health, and sustainable landscape practices. Successful instruction in these areas depends on consistent access to healthy plant materials, properly functioning equipment, and organized, well-maintained instructional facilities. The increased position would help ensure that instructional resources are prepared and available when needed, minimize disruptions caused by equipment issues or inadequate plant care, and allow faculty to conduct laboratory activities and demonstrations more efficiently. The additional support would also promote continuity in semester-long projects, enabling students to observe plant growth, collect and analyze data, evaluate plant responses, and apply scientific principles to real-world horticultural challenges. As a Career Technical Education (CTE) program, Horticulture prepares students for employment and transfer opportunities in plant science, environmental horticulture, agriculture, and landscape management; consistent technical support is therefore essential to providing students with the practical skills and professional competencies expected in these fields. Additionally, the position would support inclusive instruction by helping maintain safe, organized, and accessible learning environments where students with varying academic backgrounds and levels of experience can participate confidently in hands-on activities. The effectiveness of this increased support can be evaluated through measures such as laboratory readiness, equipment availability, plant survival rates, completion of instructional projects, safety compliance, and student feedback. Ultimately, increasing the position to 32 hours would enhance the quality and consistency of hands-on instruction while better preparing students for academic progression and workforce success.

VERSION B — For positions without direct student contact

Explain how this position strengthens the college's operational capacity, service quality, or institutional effectiveness, including its ability to respond proactively to challenges or changing demands.

Strong responses provide clear and compelling evidence that this position will substantially advance institutional effectiveness and excellence (e.g., utilization data, service gaps, compliance needs, or best practices).

SECTION 4 — Mission & Planning Priorities

Scored 0–10 points

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

☒ **Equity:** Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.

☒ **Student Success:** Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.

☒ **Health & Wellness:** Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Explain how this position supports LPC's Mission and/or the Planning Priorities.

Strong responses provide clear and compelling evidence that this position strongly supports the College Mission and/or Planning Priorities (e.g., specific program goals, student populations, or outcomes).

Las Positas College's Horticulture program advances the college's mission by providing inclusive, learning-centered, career-focused education that supports student transfer, degree completion, workforce preparation, and lifelong learning.
Horticulture education also addresses important regional workforce and environmental needs, including responsible water use, plant health, sustainable landscapes, and stewardship of natural resources.
Increasing the Laboratory Technician position to 32 hours per week directly supports the college's identified planning priorities.
Equity: Consistent technical support would help ensure that all students have access to safe, prepared, and functioning instructional environments. By reducing disruptions and supporting equitable access to learning materials, the position would help students participate successfully regardless of prior horticultural experience.
Student Success: Reliable laboratory preparation, plant care, and equipment maintenance would increase the time available for meaningful hands-on instruction. This support would strengthen students' opportunities to develop practical competencies, meet learning outcomes, and progress toward educational and employment goals.
Health and Wellness: Horticultural activities involve physical tools, outdoor working conditions, irrigation equipment, plant materials, and potentially hazardous substances. Consistent technical oversight would support safer work practices, cleaner instructional spaces, and better implementation of established safety procedures.
The position would also support several broader institutional objectives-
Educational Excellence: Ensure that horticulture growing facilities are maintained at a standard appropriate for professional career-technical instruction.
Workforce Development: Provide students with opportunities to develop practical skills relevant to nurseries, greenhouses, landscape businesses, plant production operations, and related industries.
Environmental Sustainability: Support instruction involving water conservation, soil health, sustainable plant production, integrated pest management, and responsible resource use.
Community Collaboration: Strengthen the program's capacity to participate in community education, industry partnerships, demonstrations, and other approved horticulture activities.
By supporting the daily operations of the Horticulture program, a 32- hour/week Laboratory Technician would help translate the college's mission into meaningful educational experiences and measurable student success.

SECTION 5 — Organizational Safety & Compliance

Scored 0–5 points

Strong responses provide clear and compelling evidence of significant safety or compliance implications, addressing both what this position improves and what is at risk if it remains vacant.

Explain how this position will improve safety, compliance, and/or organizational effectiveness:

Consider safety, regulatory compliance, operational continuity, or the college's capacity to meet its institutional obligations.

Safety is an essential component of Horticulture education.
Students may work with powered and manual tools, irrigation equipment, soil amendments, fertilizers, planting materials, and other resources that require appropriate handling, storage, and supervision.
Depending on the instructional activity, students may also encounter environmental hazards associated with heat, outdoor work, lifting, sharp tools, wet surfaces, and equipment operation.
Expanding the Laboratory Technician position to 32 hours per week would strengthen the program's ability to implement established safety procedures and maintain organized, functional instructional environments.
The technician would support regular inspection of equipment, preparation of appropriate personal protective equipment, organization of supplies, sanitation of work areas, and proper labeling and storage of materials.

Describe the operational impact if this position is not filled:

Are there implications for critical systems, processes, safety, or compliance? What critical functions, safeguards, or services are at risk if this position remains vacant?

Plant care, irrigation, sanitation, and equipment maintenance continue throughout the week, including periods when classes are not scheduled. These responsibilities cannot simply be postponed without potentially affecting plant health, instructional readiness, and the value of college resources.
The lack of adequate staffing for maintenance of the Horticulture facility has negatively impacted the ability of the program to meet student needs and the operational needs of the facility. A 20- hour/week work schedule does not provide sufficient time to keep pace with the daily and recurring demands of the greenhouse, shade house, orchard, olive orchard and extensive growing grounds. A 32- hour/week position would allow the Lab Tech to put in place an organizational plan to schedule appropriate plant care, pest control, irrigation repairs, vehicle maintenance and weed abatement in the planting areas.
Without this increase, the program will remain in a cycle of addressing urgent issues rather than preventing them, increasing the risk of plant losses, costly equipment repairs or replacements, compromised instructional activities and the continued deterioration of the facility's growing environments.

SECTION 6 — Costs

Cost calculations must be completed by the Administrative Services Officer (Step 2) before it is forwarded to your Division Dean (Step 3). Please submit this request with sufficient lead time.

New Position				
Estimates Based On:	FTE:		Step/Column:	/
Estimated Annual Salary Cost			$	
Estimated Benefits Cost			$	
Total Annual Position Cost			$	
Increasing FTE of Current Position				
Estimates Based On:	FTE:	0.80	Step/Column:	33 / 6
Current Annual Salary			$ 42,207 + 16,304 = 58,511	
Proposed Increase			$ 67,532.00	
Estimated Benefits Cost			$ 57,047.00	
Total Annual Position Cost			$ 124,579.00	

APPROVALS & SIGNATURE ROUTING

Before signing, please confirm all fields are complete and the job description is attached.

Title	Signature	Date
Requestor:	Laura Cornett	11/04/2026
Administrative Services Officer:	Sui Song	11/16/2026
Division Dean:	Paula Checchi	11/17/2026
President/Vice President:	Nan Ho	11/17/2026

REFERENCE: Position Request Process Flow

1	Requester fills out form and submits to Administrative Services Officer
2	Administrative Services Officer provides salary estimate; forwards to Division Dean or Vice President
3	Dean reviews for completeness; presents request at Division / Area Meeting; forwards to Vice President
4	Vice President reviews, signs, and forwards to Executive Assistant, Administrative Services
5	Executive Assistant logs requests and sends to RAC for review
6	RAC reviews and scores requests using rubric
7	Executive Assistant compiles scores for RAC review
8	RAC finalizes rankings and forwards recommendation to College President
9	Co-Chairs meet with College President to discuss ranked requests
10	President provides feedback to RAC on CAP request rankings

Questions? Contact the RAC Co-Chairs or the Executive Assistant, Administrative Services.

Laboratory Technician, Horticulture

Posting Details

Position Information

Job Title	Laboratory Technician, Horticulture
Position Type	Classified
Position Code	3CTE09
FTE	0.5
Pay Rate (or Annual Salary)	$2,795.75 - $2,942.71 /month
Job Location	Las Positas College, 3000 Campus Hill Dr., Livermore, CA 94551
Department	Science, Technology, Engineering, and Mathematics
Job Summary	**Las Positas College** Las Positas College provides 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. At Las Positas College we know that equity will be achieved by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students and staff. Equity is parity in student educational outcomes; it places belonging for students of color and disproportionately impacted students at center focus. Our prized and emerging equity efforts include Puente, Umoja, ConnectUp, Brother 2 Brother, Sister 2 Sister, Black Student Union, Presidential Task Force on Systemic and Institutionalized Racism, the Presidential Speaker Series, Black Education Association, UndocuAlly Taskforce, curriculum reviews and a linguistic justice curriculum. Located in Livermore, Las Positas College is becoming an institution that reflects the diversity in California. We are a learning-centered institution focused on excellence and student success, and are fully committed to supporting all Tri-Valley residents in their quest for education and advancement. **Joining Our College Community** We seek equity-minded applicants who demonstrate they understand the benefits diversity brings to an educational community. We look for applicants who:Value and intentionally promote diversity and consciousness of differenceDemonstrate cultural humility and an ongoing desire to improve cultural competenceAre dedicated to addressing issues of social justiceAccept their shared role and responsibility in addressing opportunity and achievement gaps experienced by studentsHave experience and success in closing student equity gaps and engaging in equitable practices, or are knowledgeable and enthusiastic about implementing practices that achieve these goalsActively seek to identify, disrupt, and remove institutional and/or systemic barriers that adversely impact historically marginalized communitiesEmpower the underrepresented and underservedFoster students' potential to become global citizens and socially responsible leadersBelieve that all people have the right to an education and work environment free from fear, harassment, or discrimination. The Chabot-Las Positas Community College District is seeking a Laboratory Technician,

Horticulture for Las Positas College in Livermore, California.

Under general supervision, provide difficult instructional support assistance at the paraprofessional level to students and faculty to ensure effective and efficient teaching/learning in the area of assignment; assist in the preparation of materials and demonstrations for an assigned instructional area; operate and demonstrate use of specialized equipment, supplies, and materials; provide assistance to students within the assigned subject area; ensure that instructional laboratory facilities, instruments, and equipment are effectively, efficiently, and safely maintained; and may provide lead direction to student assistants.

Positions in the Laboratory Technician Class may be assigned a variety of assignments from those duties listed within the REPRESENTATIVE DUTIES section or a combination of those and other related work functions. Even though the same general level of difficulty and responsibility is found within each position, positions assigned to different disciplines are not interchangeable and each position has its own particular qualification requirements even though they are derived from a general minimum qualifications section. Each position is a separate and distinct classification as defined in Section 88001 of the Education Code of the State of California.

DISTINGUISHING CHARACTERISTICS
The Laboratory Technician is the journey level technical support position with responsibility for providing assistance to students and faculty within any of the labs in the District. Positions in the Laboratory Technician class are distinguished from the Laboratory Coordinator and Senior Laboratory Technician by the level of responsibility assumed. In comparison to the Laboratory Coordinator, positions at this level do not coordinate multiple and diverse labs and do not oversee the activities/assignments of other Laboratory Technicians. Employees at this level are required to be fully trained in all procedures related to assigned area of responsibility and are fully aware of the operating procedures and policies of the work unit. In comparison to the Senior Lab Technician, positions in this class have limited involvement in budget activities and ordering of supplies and equipment, and do not provide lead supervision over other Laboratory Technicians.

Representative Duties

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Assist instructors in developing instructional materials within the assigned subject matter; prepare study sheets, visual instructional aides, sample exercises and exams, and laboratory experiments; may assist in maintaining related records.

2. Prepare for laboratory demonstrations; set up and assist students in the use of a variety of laboratory tools, equipment and instruments; ensure student compliance with laboratory policies, procedures and safety precautions; demonstrate proper care and cleaning procedures for laboratory tools and equipment.

3. Provide assistance to students on a variety of laboratory and course related matters; review student work in progress and assist in resolving problems.

4. Maintain a clean and safe learning environment; clean floors, table tops, desks and furniture; perform routine and minor repairs on laboratory equipment; maintain, clean and test assigned equipment; ensure safety of laboratory and stocks; perform security inspection.

5. Maintain and perform routine maintenance and lubrication of equipment as necessary and ensure all power equipment supporting the living organisms is operable.

6. Maintain proper storage of hazardous waste; monitor and dispose of chemicals and chemical waste; maintain and file appropriate material safety data sheets.

7. Care for living plants, animals and cultures as assigned; follow procedures for the care of living organisms including procedures for handling contamination, disease, or pests.

8. Prepares displays on bulletin boards.

9. Participate in the ordering and maintenance of supplies, materials and equipment; store, discard and rotate materials according to standard procedures; receive, assemble and test new equipment.

10. Respond to inquiries and requests for information; answer phones; relay messages for faculty and staff.

11. May assist in the design and implementation of new laboratory equipment.

12. Train and provide work direction to student workers as assigned.

13. Perform related duties as required.

Minimum Education and Experience

Any combination of the following would provide a typical way to obtain the required knowledge and abilities.

Education/Training:
Equivalent to the completion of the twelfth grade supplemented by two years of college level course work in the assigned instructional field.

Experience:
Two years of increasingly responsible experience working with materials and equipment in assigned instructional field.

Minimum Qualifications

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:
1. Operational characteristics of laboratory apparatus, equipment and materials pertaining to assigned laboratory and subject area.

2. Theories and applications of the assigned subject matter.

3. Principles and practices of laboratory operations.

4. Proper methods of storing equipment, materials and supplies used within the assigned laboratory.

5. Standard federal and state laws that affect safety and health with particular reference to the assigned laboratory activities.

6. Emergency first aid procedures.

7. Operation, maintenance, repair, and calibration of technical equipment.

8. Principles and methods of preventive maintenance.

9. Methods, materials, practices and tools of equipment repair.

10. Principles and procedures of record keeping and filing.

11. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.

12. Occupational hazards and standard safety practices.

13. Basic inventory and purchasing processes and procedures.

Ability to:
1. Assist in the preparation of instructional materials and demonstrations for an assigned subject area.

2. Correctly and efficiently set up laboratory equipment and materials used in exercises

and experiments.

3. Operate and demonstrate the proper use of specialized equipment, tools, supplies and materials.

4. Provide assistance to students on matters related to assigned laboratories.

5. Apply the techniques of precise measurement and notation.

6. Perform mathematical calculations and take measurements with accuracy and precision.

7. Safely store, label, re-stock, and dispose of chemicals and hazardous waste according to established procedures.

8. Analyze laboratory procedures and make constructive suggestions for improvement.

9. Safely and effectively maintain and repair a variety of equipment related to assigned subject matter.

10. Operate, understand the mechanical function of and perform routine maintenance and repairs on laboratory equipment within assigned area.

11. Maintain the cleanliness of assigned laboratory.

12. Interpret and apply department policies, procedures, rules and regulations.

13. Ensure adherence to safe work practices and procedures.

14. Maintain an adequate inventory of materials for instructional programs.

15. Perform routine record keeping and report writing duties

16. Understand and follow oral and written instructions.

17. Supervise student assistants.

18. Work independently and collaboratively.

19. Communicate clearly and concisely, both orally and in writing.

20. Establish and maintain effective working relationships with those contacted in the course of work.

21. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Desirable Qualifications

1. Knowledge of horticultural practices for ornamental and/or crop plant species.

2. Experience with greenhouse, shade house, nursery, or landscape maintenance operations,
including routine plant care and facility upkeep.

3. Familiarity with irrigation systems and the safe operation and maintenance of horticultural hand and power tools.

4. Ability to support instructional activities through the preparation of materials, equipment,
and horticultural learning environments.

Job Work Schedule

20 hours/week, Monday – Thursday, 11:30 a.m. – 5:00 p.m., hours may vary depending on department needs, occasional evening and Friday and weekends required as

needed, 12 months/year.

Physical Demands and Working Environment

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment:
Work is performed primarily in a laboratory setting; exposure to potentially hazardous chemicals, solvents, noise, dust, grease, smoke, fumes, noxious odors, and gases; work in or with water.

Physical:
Primary functions require sufficient physical ability and mobility to work in a laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate laboratory and office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; to verbally communicate to exchange information; may require the wearing of safety glasses or goggles and rubber or plastic gloves.

EEO Statement

It is the policy of this District to provide equal opportunity in all areas of employment practices and to assure that there shall be no discrimination against any person on the basis of sex, ancestry, age, marital status, race, religious creed, mental disability, medical condition (including HIV and AIDS), color, national origin, physical disability, family or sexual preference status and other similar factors in compliance with Title IX, Sections 503 and 504 of the Rehabilitation Act, other federal and state non-discrimination regulations, and its own statements of philosophy of objectives. The District encourages the filing of applications by both sexes, ethnic minorities, and the disabled.

Posting Detail Information

Posting Number	
Open Date	10/15/2026
Close Date	11/06/2026
Open Until Filled	No
Special Instructions to Applicants	The Board of Trustees has updated Board Policy 7330 to incorporate information on COVID vaccination requirements, which are currently suspended. Accordingly, employee(s) must comply with the Board Policy found at: **http://districtazure.clpccd.org/policies/files/docs/BP7330.pdf**.
Notification to Applicants	The Chabot-Las Positas Community College District reserves the right to close or not fill any advertised position
Instructions for Personal Qualifications Statement	The purpose of the personal qualifications statement is for you to provide information on how your education and experience relate to the requirements and duties of the position. There is no form to complete. Applicants are requested to provide their personal qualifications statement by uploading a document, the same way as you do for your cover letter.

Supplemental Questions

Required fields are indicated with an asterisk (*).

Documents Needed To Apply

Required Documents

1. Resume
2. Cover Letter
3. Personal Qualifications Statement
4. Transcripts/Credentials/Licenses

Optional Documents

1. Other Document