

Requisition #: _____
Banner #: _____

Reference #: IER#0000109
Fiscal Year: 2026-2027



Instructional Equipment Request (IER) Form

Title of Submission:	Raspberry Shake Seismograph, RS3D model		
Requestor Name:	Pascal, Marisa	Division:	STEM
Date Submitted:	10/07/2026	Discipline:	Geology
Type of Request:	An Upgrade		

Describe the specific equipment requested.

Include model/specs if known. State whether this replaces existing equipment, upgrades current technology, or fills a new need.

This request for two Raspberry Shake RS3D seismographs will expand our existing monitoring capabilities and improve our ability to detect weak ground motion from small local earthquakes. These additional instruments will complement the data recorded by our permanently installed Raspberry Shake RS4D, giving students hands-on opportunities to study seismology, earthquake detection, and data analysis in our seismically active region.

KEY DEADLINES

Action	Deadline
IER form submitted to Division Dean	10/07/2026
Division Review of IER forms (Dean signature)	10/14/2026
IER due to Exec. Assistant, Administrative Services (with Dean & VP signatures)	10/21/2026

PRE-SUBMISSION CHECKLIST

- ☒ All fields in the form **MUST** be completed in full.
- ☒ Valid vendor quote* must be attached (include shipping, installation, and tax where applicable)
Do not split quotes or submit duplicates. For more details or assistance see Quote Requirements*
- ☒ IER form signed and submitted to Division Dean by the deadline, must include:
 - ☒ Quote (required)
 - ☒ New Vendor Application (if new vendor)
 - ☒ W-9 (if new vendor)

***Quote Requirements:** By law, purchases between \$ 30,000.00 and \$ 119,099.99 require 3 quotes from 3 different vendors. Purchases at or above \$ 119,100.00 require an RFP (bid) process and Board approval; if your request is approved, we provide further instructions via email. We are required to proceed with the cheapest option unless a compelling argument can be provided for a more expensive option. For assistance with quotes, contact Bill Pagano at bpagano@clpcd.org or (925) 485-5271.

[More information on Instructional Equipment can be found here.](#)

IER RUBRIC: HOW YOUR REQUEST WILL BE SCORED

Criteria	Max Points	Strong Evidence	Adequate Evidence	Limited Evidence
Mission & Planning Priorities [Section 2]	5	4–5: Clear and compelling evidence/data that equipment fully supports LPC Mission and Planning Priorities.	2–3: Clear evidence/data that equipment supports LPC Mission and Planning Priorities.	0–1: Limited or no evidence/data.
Programmatic Impact & Institutional support [Section 3]	10	8–10: Clear and compelling evidence/data (from program review) of substantial instructional impact.	4–7: Clear evidence/data of substantial impact on program instruction.	0–3: Limited or no evidence/data.
Teaching & Learning Enhancement [Section 4]	10	8–10: Clear and compelling evidence/data that equipment provides much-needed enhancement to instruction.	4–7: Clear evidence that equipment provides enhanced instruction not met through current means.	0–3: Limited or no evidence/data.
Student Learning Outcomes [Section 5]	5	4–5: Clear and compelling evidence/data that equipment support course and/or program outcomes beyond current capability.	2–3: Clear evidence that equipment supports course and/or program outcomes beyond current capability.	0–1: Limited or no evidence/data.
Safety and/or Org. Effectiveness [Section 6]	5	4–5: Clear and compelling evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability.	2–3: Clear evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability.	0–1: Limited or no evidence/data.
Total	35			

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

INSTRUCTIONAL EQUIPMENT: ALLOWABLE & NON-ALLOWABLE ITEMS

Allowable Items – Instructional equipment expenditures are eligible only when the equipment, library material, or technology is used for classroom instruction, student instruction or demonstration, or in the preparation of learning materials within an instructional program. All eligible items must function as durable assets with a useful life exceeding one year. Requests must fall within one of the five categories below (requests are not limited to the examples provided within the categories):

- 1. Equipment and Furniture:** Instructional equipment and furniture for primary use by students in instructional programs. Examples include, but are not limited to: classroom and laboratory equipment, such as, whiteboards, screens, projectors, lab instruments; and, instructional furniture, such as, desks, tables, podiums, chairs.
- 2. Information Technology:** Instructional IT equipment for student use in classrooms, laboratories and/or in direct support of student services. Examples include, but are not limited to: desktops, laptops, monitors, printers, servers, network/wireless infrastructure, AV/TV, and multimedia systems.
- 3. Adaptive Equipment:** Equipment for ADA/OCR-eligible students that assists them in a learning environment.

NOTE: Each individual item must cost \$200 or more.

Non-Allowable Items – Equipment that serve administrative or non-instructional purposes. Examples are: Photocopiers, file cabinets, bookcases, computers used primarily for administrative functions, networking infrastructure for non-instructional use, and software licenses for administrative systems. Items that would be considered supplies or have a useful life of less than one year.

SECTION 1 — Location and Compliance Information

Equipment Location: Building #: 1800 Room #: 1824

If applicable, describe any legal requirement, mandate, or safety concern.

Cite specific regulations or compliance requirements.

N/A

SECTION 2 — Mission & Planning Priorities

Scored 0–5 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 equipment supports LPC's Mission and the Planning Priority/Priorities checked above.

Strong responses provide clear and compelling evidence or data that the equipment supports the LPC Mission and Planning Priorities (e.g., specific program goals, student populations, or outcomes).

The Geology Department's Raspberry Shake RS1D and RS4D seismographs, funded through an FY24 IER, have already helped students learn about earthquakes by examining real seismic recordings. With support from student assistants and volunteers, we stabilized the permanently installed RS4D's connection to the global seismic network and developed a seismic-data dashboard. The RS1D, while not connected to the network, serves as a key tool for teaching demonstrations. In Fall 2026, the department's first Honors Physical Geology section is piloting an assignment that uses RS4D recordings of local and distant earthquakes to teach seismology and data analysis.

Two additional RS3D seismographs would support LPC's learning-centered mission and its Equity and Student Success priorities by expanding access to shared, college-owned scientific equipment. Students could investigate earthquakes using real seismic data recorded by LPC's instruments. The RS3D units would complement our existing equipment by improving sensitivity to weak ground motion, enabling students to compare vertical, north–south, and east–west recordings and investigate how seismic waves travel.

The project supports student success through hands-on practice in retrieving, interpreting, and comparing seismic data. It has already engaged students with backgrounds in physics, engineering, and computer science, including participants in the Mathematics, Engineering, Science Achievement (MESA) program. Connecting the additional instruments to LPC's network would make their recordings available through the global Raspberry Shake network for student and community use. The expanded equipment would also create more opportunities for interdisciplinary learning through honors coursework, student employment, volunteering, and independent study.

SECTION 3 — Program Review & Programmatic Impact

Scored 0–10 points

Strong responses provide clear and compelling evidence or data from program review of substantial instructional impact. If this equipment was not included in your most recent program review, provide a clear explanation of the instructional need.

Specify the educational programs this equipment supports:

The proposed seismographs would support instruction and student projects across Geology, Geography, and Physics by providing real earthquake data for hands-on investigations of seismic waves, ground motion, and data analysis. Potential course applications include Physical Geology lecture and lab (GEOL 1/1L), Honors Physical Geology (GEOL 1H), Environmental Geology (GEOL 5/7), Oceanography lecture and lab (GEOL 12/12L), Earth Science for Educators (GEOL 20), and Physical Geography lecture and lab (GEOG 1/1L). The equipment can also support General Physics I and II (PHYS 1A and 1B), Introduction to Physics I (PHYS 2A), and Descriptive Physics Laboratory (PHYS 10L). This project creates opportunities for interdisciplinary learning and student research.

Is the equipment part of an upcoming Program Review? Was it included last year? If not, why? Use language from your Program Review as evidence to support this request.

Quote or paraphrase relevant language directly from your Program Review. If not included in Program Review, explain why this need emerged outside the regular planning cycle.

This equipment was not included in last year's Program Review because the supporting coursework had not yet been developed. In Fall 2026, we are offering Honors Physical Geology for the first time and piloting our first individual classroom assignment using Raspberry Shake seismic data. These new instructional applications have identified a need for additional instruments, which we plan to include in the upcoming Program Review.

Section 4 — Teaching & Learning Enhancement

Scored 0–10 points

Provide clear and compelling evidence or data that this equipment enhances instruction and student learning beyond current capability. Strong responses demonstrate a much-needed instructional enhancement not met through existing means.

How does this equipment enhance teaching and the quality of instruction? Use evidence and data

Be specific about what instructors can do with this equipment that they cannot do now.

The proposed Raspberry Shake RS3D units would enhance instructional quality by giving students access to more complete earthquake recordings. Their sensors would complement our existing RS4D sensors, allowing students to examine weaker north–south and east–west ground motion, particularly during small local earthquakes. Students could compare wave arrivals and amplitudes across three directions and investigate changes in ground-motion direction, moving beyond identifying earthquakes to interpreting and explaining their recorded motion.

Students could compare recordings across locations, evaluate background noise and site conditions, and support their interpretations with evidence. Our existing dashboard and developing Python and ObsPy activities would help faculty guide students from basic graph interpretation to more advanced data analysis.

The unnamed campus fault provides a unique opportunity to connect these investigations with our campus. Students could combine seismic recordings with field observations, drone imagery, and geologic mapping to develop research questions about the fault and surrounding ground conditions.

How does this equipment directly improve student learning?

Consider engagement, accessibility, hands-on practice, preparation for transfer or employment, etc.

Campus construction has introduced background vibrations into recordings from our existing RS4D, despite its placement on the outskirts of campus. The RS4D combines one sensitive vertical geophone with accelerometers that measure strong ground motion in three directions. Although its vertical geophone can record weak earthquake signals, its horizontal accelerometers are less suited to detecting the subtle north–south and east–west motion produced by small local earthquakes.

Adding two RS3D units would address this measurement limitation by providing sensitive geophones in all three directions. Students could examine weak horizontal signals alongside vertical motion, compare wave arrivals and amplitudes, and develop a more complete understanding of earthquake ground motion. The RS3D units would still record construction vibrations, so careful placement and evaluation of background noise would remain essential.

Students could compare wave arrivals, evaluate background noise, distinguish observations from interpretations, and assess uncertainty when identifying P and S waves. Three-component recordings would provide additional evidence for these investigations. Assignments could progress from guided graph interpretation to reproducible analysis using Python and ObsPy, with faculty adapting the technical requirements to each course. These activities would strengthen skills relevant to transfer-level science coursework and data analysis.

The equipment would also expand hands-on learning opportunities through student assistant positions, independent study, and honors projects. Students could gain practical experience operating scientific instruments, analyzing earthquake data, and developing educational materials while collaborating across geology, physics, engineering, and computer science.

Estimated impact of this equipment:

Number of Classes / Sections Impacted:	13/17	Estimated Number of Students Per Year:	600
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SECTION 5 — Student Learning Outcomes (SLOs)

Scored 0–5 points

Strong responses provide clear and compelling evidence or data that this equipment supports course and/or program outcomes beyond current capability.

Which course or program SLOs does this equipment support? List them.

Reference the relevant SLO language from your course outline or program.

Geology 1 Lecture and Laboratory: Studying how seismographs record ground motion will help students understand seismic waves and how earthquakes are recorded and monitored.

Geology 12 Lecture and Laboratory: Studying wave propagation and recording will help students understand related acoustic methods used to determine ocean depth, measure the thickness and distribution of seafloor sediments, and map seafloor structures.

Geology 20: Studying seismic waves and earthquake recordings will help future educators develop classroom activities that teach students about earthquakes and seismic hazards.

Geology 5 and 7: Analyzing seismic recordings will help students understand earthquake monitoring and how near-surface geology influences ground shaking and seismic hazards.

Physics 10L, 1B, and 2A: Seismic recordings will provide real-world examples for studying waves, their propagation, and their transfer of energy.

Geography 1: Students will learn the basics of seismology and seismic waves and examine how earthquakes and fault activity shape landforms.

How will this equipment enable measurable improvement of your current SLO attainment?

Consider how the equipment addresses gaps in current instructional capability, student practice, or skill development.

The addition of two Raspberry Shake 3D units will expand opportunities for students to analyze authentic earthquake data and demonstrate measurable gains in seismic-data interpretation. Students will be able to compare vertical, north–south, and east–west ground motion, identify P- and S-wave arrivals where distinguishable, and explain differences in waveform amplitude and clarity among components and recording locations. Across these applications, students practice collecting observations, managing large datasets, using Python, interpreting graphs, assessing uncertainty, and supporting conclusions with evidence.

Working with locally recorded earthquake data will give students a unique opportunity to connect theoretical concepts with real-world observations in the seismically active region surrounding the college. Students will apply what they learn about seismic waves and ground motion to actual earthquake recordings, making abstract concepts more concrete and relevant.

SECTION 6 — Safety & Organizational Effectiveness

Scored 0–5 points

Strong responses provide clear and compelling evidence or data that this equipment supports safety and/or organizational effectiveness beyond current capability.

Describe, in detail, the impact this equipment will have on safety and/or organizational effectiveness:

N/A

SECTION 7 — Total Cost of Ownership & Sustainability

How does this equipment meet or exceed LPC's [Sustainability Efforts](#)?

Consider energy efficiency, reduced waste, longevity, and end-of-life disposal plan.

This project supports LPC's sustainability efforts by expanding the use of existing equipment rather than replacing it. Our current Raspberry Shake instruments will remain in service, preserving the value of the college's previous investment and avoiding unnecessary equipment disposal. The additional compact instruments will use existing lab space, computers, displays, and network infrastructure where feasible, reducing the need for additional resources. Shared use across courses, classroom demonstrations, and student projects will maximize the educational value of each instrument.

Does the new equipment replace older equipment?

If yes, will you retire/surplus the old equipment? If not, where will it be stored and what are the storage costs?

No

SECTION 7 – Total Cost of Ownership & Sustainability (continued)

Operator		Maintenance & Repair	
Primary Operator	Marisa Pascal	Who will perform maintenance & repairs?	Marisa Pascal
Does the work align with current position duties?	Yes	Does the work align with current position duties?	Yes
Cost to train primary operator:	0.00	Cost to train for maintenance and repairs:	0.00
Estimated hours equipment will be used per month:	730	Estimated hours per month:	1

Comments:

These seismographs will operate continuously, 24 hours a day, seven days a week, transmitting data to the Raspberry Shake real-time network.

FOAP (Budget) for Recurring Costs:	<u>103001</u>	-	<u>34920</u>	-	<u>4320</u>	-	<u>191400</u>
	Fund		Org		Account		Program

Estimated Lifespan of Equipment: 6+ years

Part A: Initial Start-Up Costs	Cost (\$)	Notes
Equipment / Materials	\$2,619.65	Channel Comp did not include sales tax on quote
Shipping & Delivery	\$32.30	
Installation	\$0.00	
Operator Training	\$0.00	
Facilities Modification	\$0.00	
Other	\$268.50	sales tax for all purchases
Discounts (enter as positive)	\$0.00	
Subtotal	\$2,920.45	
Part B: Annual Operating Costs	Cost (\$)	Notes
Service / Maintenance	\$0.00	
Part Replacement	\$0.00	
Software Licensing	\$0.00	
Supplies	\$0.00	
Vendor Calibration / Standardization	\$0.00	
Storage	\$0.00	
Other	\$0.00	
Subtotal	\$0.00	

Overall Cost (Start-Up + Annual)	\$2,920.45
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APPROVALS & SIGNATURE ROUTING

Before signing below, please confirm all fields are completed, the information is correct, and the request is for allowable items. A vendor quote must be attached before the form is submitted.

4  Quote (Preferred Vendor)

Title	Signature	Date
Requestor:	<i>Marisa Pascal</i>	10/07/2026
Division Dean:	<i>Paula Checchi</i>	10/12/2026
Vice President:	<i>Nan Ho</i>	10/13/2026
College Technology Services Manager:	<i>Stephen Gunderson</i>	10/14/2026
M&O Director:	<i>JOHN SEYBERT</i>	10/17/2026
Vice President, Administrative Services:	<i>Sean Brooks</i>	10/26/2026

REFERENCE: IER Process Flow

1	Requestor submits completed packet 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 request; forwards to M&O and IT for technical review
5	RAC reviews and scores requests
6	Executive Assistant compiles final rankings for RAC review
7	RAC Co-Chairs meet with College President to discuss ranked requests
8	President issues approval memo to RAC
9	RAC notifies requestors of approved requests and any additional steps (e.g., additional quotes, board packet)
	<i>For requests that meet the board threshold, Purchasing will initiate the RFP (bid) process in collaboration with the requestor. Purchasing will notify the requestor of the winning bid/vendor. Bid process takes approximately 6 weeks.</i>
10	Requestor submits Requisition with updated quote(s) (itemization not required on Reqs for IERs) see example
11	Business Office reviews and enters requisitions into Banner; forwards requests to Purchasing*
	<i>*For board requests, bid process must be completed first, then requisition submitted to Business Office for entry into Banner, then Division submits board packet with copy of req entered into Banner (note Banner Doc # on packet).</i>

Questions? Contact the [RAC Co-Chairs](#) or the [Executive Assistant, Administrative Services](#).

Channel

Company Address 1901 5th Ave South
St. Petersburg, FL 33712
US

Created Date 10/1/2026
Expiration Date 10/21/2026
Quote Number 00070760

Prepared By Lauren Lanzilotta
Email llanzilotta@channelcomp.com

Contact Name Marisa Pascal
Phone (925) 424-1336
Email mpascal@laspositascollege.edu

Bill To Name Las Positas College
Bill To 3000 Campus Hill Drive
Livermore, CA 94551
USA

Ship To Name Las Positas College
Ship To 3000 Campus Hill Drive
Livermore, CA 94551
USA

Product	Manufacturer	Product Description	Date	Sales Price	Quantity	Total Price
RS3D	Raspberry Shake	Vertical & Lateral Motion Seismograph - Indoor, Education SKU: PR-RS-RS3D-TK LE This sensor comes with: 1x Raspberry Shake 3D circuit board (datalogger/ digitizer) 3x Earth motion monitoring sensors with cables 1x Raspberry Pi single-board computer 1x 8 GB pre-programmed Micro SD Card 1 x Standard Enclosure 1x Ethernet Cable, 3 meters long 1x 5V 2.5 Amp power supply, 1 meter long (Plug types supported: A, C, G, I)	9/22/2026	\$1,134.99	2.00	\$2,269.98
SHIPPING Expense	MISC	SHIPPING COST		\$32.30	1.00	\$32.30

Subtotal \$2,302.28
Total Price \$2,302.28
Grand Total \$2,302.28

Description Currently in Channel Comp Stock.

-Shipping: We can either utilize a UPS, DHL or FedEx account number for shipping to the customers location, or we can prepay and add the shipping fee to your invoice.

Payment: Pre-Payment required. (Payments accepted: ACH, Check, or credit Card)
Please note that Channel Comp charges a CC fee of 3%.

Stock is subject to Change upon order receipt.

Only the services explicitly detailed on this quote are included. Special testing, FAI, and quality documentation require a separate request and are subject to additional fees.

Channel

-If stock is lost, a manufacture order would be necessary and that would include international shipping fee, wire transfer fee, & Tariff fees.

Only the services explicitly detailed on this quote are included. Special testing, FAI, and quality documentation require a separate request and are subject to additional fees.

Shopping Cart

Deselect all items

Delete Save for later

Price

☒



Seagate IronWolf Pro ST4000NT001 3.5" 4TB SATA

Used: Good

Only 2 left in stock - order soon.

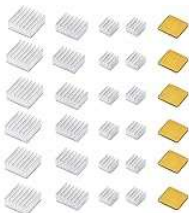
Shipped from: ALL4COMPUTERS ----- SIGNATURE REQUIRED -----

FREE delivery **Wed, Oct 7**

1

\$249.99

☒



30 PCS Raspberry Pi 4 Heatsink Kit for Raspberry Pi B B+ 2/3/4/5 | With Thermal Conductive Adhesive Tape,Aluminum Heat Sink Cooler and Copper Heatsink

In Stock

✓prime Tomorrow

FREE delivery **Tomorrow, Sep 30**

FREE Returns

Style: 30PCS

Buy 50, save 23%

1

\$5.69

Typical price: ~~\$6.99~~

Savings: **\$1.30 (19%)**

Business Price

☒



APC 500VA/300W Backup Battery Power Supply for Home Office, Wi-Fi, BE500G3 | APC Back-UPS for home office Wi-Fi, PCs, security gear. Outlets: 4 battery backup, 2...

In Stock

Shipped from: Amazon

✓prime Tomorrow

FREE delivery **Tomorrow, Sep 30**

FREE Returns

🌱 Energy efficiency ▾

1

\$93.99

Business Price

The price and availability of items at Amazon.com are subject to change. The Cart is a temporary place to store a list of your items and reflects each item's most recent price. [Learn more](#)

Submit order for approval

By placing your order, you agree to the [Amazon Business Accounts Terms and Conditions](#) and Amazon's [privacy notice](#).

Items (3):	\$349.67
Shipping & handling:	\$2.99
Free Shipping:	-\$2.99
Estimated tax to be collected:*	\$35.83
Order total:	\$385.50



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>Channel Comp, LLC</u> DBA (if any): _____ Check payable to <u>Channel Comp, LLC</u>	
2. This information must be supplied. If not , the application will be returned. W9 form Required. Federal ID Number <u>743</u> - <u>188011</u> or Social Security Number _____ - _____ - _____ A. Federal Tax Classification ☐ Individual/Sole Proprietor (S) ☐ Joint Venture (J) ☐ Partnership ☒ Single-Member LLC ☐ Corporation (C), State where incorporated _____ B. Is it a Non-Profit Organization? ☐ Yes ☒ No , If yes provide Tax-Exempt Form C. Business Start/Incorporation Date ____/____/2001	
3. Addresses A. <u>Primary/Mailing</u> Street <u>1911 5th avenue South</u> City <u>St. Petersburg</u> Zip Code <u>33712</u> Primary Contact Name <u>Lauren Lanzilotta</u> Phone (<u>727</u>) <u>345</u> - <u>3144</u> Ext. <u>NA</u> Fax (<u>NA</u>) _____ - _____ Email <u>llanzilotta@chanelcomp.com</u> B. <u>Order (for Purchase Orders, if different from above)</u> Street <u>1911 5th avenue South</u> City <u>St. Petersburg</u> Zip Code <u>33712</u> Primary Contact Name <u>Lauren Lanzilotta</u> Phone (<u>727</u>) <u>345</u> - <u>3144</u> Ext. <u>NA</u> Fax (<u>NA</u>) _____ - _____ Email <u>llanzilotta@chanelcomp.com</u> C. <u>Remittance (for checks if different from above)</u> Street <u>1911 5th avenue South</u> City <u>St. Petersburg</u> Zip Code <u>33712</u> Primary Contact Name <u>Accounting Dept.</u> Phone (<u>727</u>) <u>345</u> - <u>3144</u> Ext. <u>NA</u> Fax (<u>NA</u>) _____ - _____ Email <u>accounting@channelcomp.com</u>	
4. Vendor Category ☒ Disabled Veteran ☐ Minority Owned ☒ Small Business ☐ Women Owned	
5. Type of Business: Check the one which best describe your company: ☐ Broker ☐ Manufacturer ☐ Manufacturer's Rep ☐ Wholesaler ☒ Retailer <u>Service</u> ☐ Architect, Engineer, Construction ☐ Professional ☐ Other	
6. Sales Tax Collection ☐ Collects all Sales/Use Tax for Alameda County ☐ Collects Selected Taxes ____% ☒ Does not collect Sales Tax California Seller or Use Tax Permit Number _____ Do you supply recycled products? ☐ Yes ☒ No	
7. Type of commodities or services that your business provides <u>Electronic Components, Test & Measurement Equipment, Lab & Bench Supplies, MRO & General Commodities.</u> Our Website: <u>https://channelcomp.com/</u>	
8. Name of person completing the form Name <u>Lauren Lanzilotta</u> Title <u>Sales Representative</u> Phone No. <u>727-345-3144</u> Signature <u>Lauren Lanzilotta</u> Date <u>9/21/2026</u> Email Address: <u>llanzilotta@chanelcomp.com</u> Digitally signed by Lauren Lanzilotta Date: 2026.09.21 16:01:55 -0400	

DO NOT COMPLETE – For CLPCCD use only ☐ New ☐ Updated

Received by Purchasing on _____ VENDOR NO. _____

Request for Taxpayer Identification Number and Certification

Go to www.irs.gov/FormW9 for instructions and the latest information.

Give form to the
requester. Do not
send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.) Channel Comp LLC	
	2 Business name/disregarded entity name, if different from above.	
	3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes. ☐ Individual/sole proprietor ☐ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate ☒ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) S Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. ☐ 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 Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____ (Applies to accounts maintained outside the United States.)
	3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions ☐	
	5 Address (number, street, and apt. or suite no.). See instructions. 1901 5th Ave S.	6 City, state, and ZIP code St Petersburg, FL 33712
7 List account number(s) here (optional)		
Requester's name and address (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.

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

Social security number								
			-					
or								
Employer identification number								
7	4	-	3	1	8	8	0	1

Part II Certification

Under penalties of perjury, I certify that:

- 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
- 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
- I am a U.S. citizen or other U.S. person (defined below); and
- 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.

Sign Here	Signature of U.S. person 	Date 9/1/2026
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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.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they