

Requisition #: _____
Banner #: _____

Reference #: IER#0000111
Fiscal Year: 2026-2027



Instructional Equipment Request (IER) Form

Title of Submission:	Instructional Soccer Balls		
Requestor Name:	Andrew Cumbo	Division:	PATH
Date Submitted:	10/01/2026	Discipline:	Kinesiology
Type of Request:	New Equipment or Technology		

Describe the specific equipment requested.

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

Soccer balls for direct student instructional use in KIN 38A-C, KIN 48A-C, and KIN Outdoor Soccer 1-2. The requested balls will be used for daily instruction, skill development, tactical instruction, practice activities, fitness activities, and student assessment. The requested soccer balls are durable instructional equipment intended for repeated use over multiple academic years, and replace the current worn out ones used. They are intended for daily instructional use in Kinesiology courses.

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@clpccd.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 #: L2500 Room #: Synthetic Turf Field

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

Cite specific regulations or compliance requirements.

The requested soccer balls will be used in accordance with the instructional requirements of the Kinesiology curriculum. The equipment will provide students with appropriate and consistent equipment for daily instruction, practice, skill development, and assessment.
The requested balls may be the same type of ball required for intercollegiate competition under 3C2A regulations; however, this request is for their use as instructional equipment, not for intercollegiate competition.

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 requested instructional soccer balls directly support the Las Positas College mission of providing an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for student completion and lifelong learning.

Soccer is taught through multiple Kinesiology courses, including KIN 38A-C, KIN 48A-C, and KIN Outdoor Soccer 1-2. The requested equipment provides students with the necessary equipment to participate in daily instruction, develop sport-specific skills, apply tactical concepts, and demonstrate course learning outcomes.

Student Success

The equipment supports student success by providing students with consistent access to the equipment necessary to practice and demonstrate the skills identified in the course Student Learning Outcomes.

Adequate instructional equipment allows students to spend more class time actively practicing skills rather than waiting for equipment or sharing an insufficient number of balls.

Health & Wellness

The courses provide students with opportunities for physical activity, fitness development, movement competency, teamwork, and lifelong participation in physical activity.

The requested equipment directly supports these instructional activities and allows students to participate safely and consistently in physical education activities.

Equity

Providing instructional soccer balls ensures that students have access to the equipment necessary for course participation regardless of whether they own or can afford to provide their own equipment.

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:

Courses Supported

- KIN 38A
- KIN 38B
- KIN 38C
- KIN 48A
- KIN 48B
- KIN 48C
- KIN Outdoor Soccer 1
- KIN Outdoor Soccer 2

The requested equipment supports multiple Kinesiology instructional courses and course sections. The equipment will be used directly by students during regularly scheduled instructional activities.

The intercollegiate soccer courses are also instructional courses within the Kinesiology curriculum. Although these courses support intercollegiate athletics, they are still courses in which students receive instruction and are assessed on course learning outcomes.

The requested equipment is therefore intended to support the instructional component of these courses, including daily teaching, practice, skill development, tactical instruction, fitness activities, and assessment. Distinction Between Instructional and Competition Equipment

This request is specifically for instructional soccer balls.

The requested balls will be used during daily courses and are not being requested as competition equipment for contests against other colleges.

Competition/game balls can continue to be purchased separately through the PATH Division, consistent with past practice.

The requested instructional soccer balls are expected to have a useful life exceeding one year and will be used across multiple courses and academic years.

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.

Yes this equipment is part of the upcoming program review. It was not included last year as we were purchasing this instructional equipment in the past for these classes through fundraised money.

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 requested instructional soccer balls provide a direct enhancement to teaching and learning because the majority of the learning outcomes in the identified courses require students to physically perform soccer skills and tactics with a ball.

The equipment will allow instructors to provide repeated, hands-on opportunities for students to practice and demonstrate:

- Trapping and receiving
- Passing
- Dribbling
- Shooting
- Offensive tactics
- Defensive tactics
- Offensive and defensive techniques
- Small-sided game activities
- Tactical decision-making
- Fitness activities
- Application of the laws of the game
- Team strategy and tactical development

Adequate quantities of instructional soccer balls allow instructors to maximize active participation and reduce instructional time lost while students wait for equipment.

How does this equipment directly improve student learning?

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

The equipment will allow instructors to:

1. Provide individual and small-group skill development.
2. Increase the number of repetitions students receive during class.
3. Conduct small-sided games and tactical activities.
4. Provide students with immediate opportunities to practice skills demonstrated by the instructor.
5. Assess student skill development through direct observation and performance activities.
6. Maintain appropriate activity levels throughout class sessions.
7. Provide consistent instructional equipment across multiple course sections.

The equipment also supports accessibility and equitable participation by ensuring that students have appropriate equipment available during class.

Instructional Impact

The requested equipment will impact 8 course sections and approximately 200 students annually.

Because the equipment will be used across multiple courses and sections, the instructional benefit will extend beyond a single course or semester.

Estimated impact of this equipment:

Number of Classes / Sections Impacted:	8	Estimated Number of Students Per Year:	200
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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.

KIN 38A & 48A

- Demonstrate effective defensive tactics.
- Demonstrate effective offensive tactics.

The soccer balls provide the equipment necessary for students to practice and demonstrate offensive and defensive tactics in instructional activities.

KIN 38B & 48B

- Demonstrate an increase in fitness.
- Understand and apply the laws of the game during an official soccer match.

The equipment supports active soccer participation and allows students to apply the laws of the game during instructional activities.

KIN 38C & 48C

- Demonstrate effective defensive techniques.
- Demonstrate effective offensive techniques.

Students require repeated ball-based practice to develop and demonstrate these techniques.

KIN SO1

- Demonstrate beginning-level proficiency in trapping, passing, dribbling, and shooting.
- Demonstrate soccer knowledge including the five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.

These outcomes require direct interaction with a soccer ball and repeated opportunities for skill development and demonstration.

KIN SO2

- Demonstrate soccer knowledge including the five phases of trapping, heading, kicking, passing, dribbling, and soccer field dimensions.
- Evaluate individual soccer technique through video playback, including the push pass, driven pass, bent pass, shooting with laces, moves to beat a defender, 1v1 defending, and attacking and defensive heading.

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 requested equipment will increase students' opportunities to practice, demonstrate, and be assessed on the specific technical and tactical skills identified in the course SLOs.

Students can demonstrate measurable improvement through:

- Skill demonstrations
- Technical assessments
- Tactical activities
- Small-sided games
- Fitness activities
- Instructor observation
- Performance-based assessments
- Application of soccer laws and rules

Without sufficient instructional soccer balls, students have fewer opportunities for individual practice, skill repetition, tactical application, and performance assessment.

The requested equipment therefore provides a direct instructional resource for achieving the existing course SLOs.

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:

The requested instructional soccer balls will improve instructional organization and allow classes to operate more efficiently by providing adequate equipment for daily instruction.

Having sufficient equipment allows instructors to organize students into appropriate practice groups and activities without unnecessary waiting or reduced participation caused by equipment shortages.

The equipment will also allow instructors to select appropriate activities based on instructional objectives rather than being limited by the quantity or availability of usable soccer balls.

Properly maintained instructional soccer balls support safe and effective instruction by providing equipment appropriate for the activities being taught.

The requested equipment will be used across multiple courses and course sections, increasing the efficiency and instructional value of the purchase.

Again, this request is specifically for instructional soccer balls. Competition/game balls for intercollegiate contests remain a separate PATH-funded purchase and are not being duplicated through this request.

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.

The requested instructional soccer balls are durable equipment intended for use over multiple academic years. The equipment will be used across multiple courses and sections, maximizing the useful life and instructional value of the purchase.

Because the equipment is intended to last more than one year, the purchase will provide a continuing instructional resource rather than a single-use or short-term instructional supply.

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?

The requested equipment will replace or supplement existing instructional soccer balls as necessary.

There are no storage costs.

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

Operator		Maintenance & Repair	
Primary Operator	Andrew Cumbo	Who will perform maintenance & repairs?	KIN Equipment Technician
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:	140 hours per month	Estimated hours per month:	140 hours per month

Comments:

Routine maintenance will consist primarily of inflation, inspection, cleaning, and appropriate storage. The requested equipment will replace or supplement existing instructional soccer balls as necessary.

FOAP (Budget) for Recurring Costs: - - -

Fund	Org	Account	Program
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Estimated Lifespan of Equipment: 2-3 years

Part A: Initial Start-Up Costs	Cost (\$)	Notes
Equipment / Materials	\$8,499.00	
Shipping & Delivery	\$322.16	
Installation	\$0.00	
Operator Training	\$0.00	
Facilities Modification	\$0.00	
Other	\$807.41	tax
Discounts (enter as positive)	\$0.00	
Subtotal	\$9,628.57	
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)	\$9,628.57
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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.

1  Quote (Preferred Vendor)

Title	Signature	Date
Requestor:	<i>Andrew Cumbo</i>	10/01/2026
Division Dean:	<i>Michael A. McQuiston</i>	10/09/2026
Vice President:	<i>Nan Ho</i>	10/12/2026
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>	10/25/2026

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](#).



**475 N. FORTUNA BLVD
FORTUNA CA 95540
707-725-9405**

9/29/26

QUOTE
#10858

[illegible]