

Requisition #: _____
Banner #: _____

Reference #: IER#0000117
Fiscal Year: 2026-2027



Instructional Equipment Request (IER) Form

Title of Submission:	Huth 2806 Automotive Exhaust Fabricator		
Requestor Name:	Weston, James	Division:	PATH
Date Submitted:	10/07/2026	Discipline:	Automotive
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.

New equipment; fills a new need. Huth 2806 Automotive Exhaust Bender/Fabricator with 028 die package (Quote #7890): 5 HP motor, 58,000 lbs. bending force for up to 3" tubing and pipe. Knee-pedal and push-button controls, automatic depth-of-bend selector with adjustable return-to-home, bending die retainer, safety guard package, I-beam frame on swivel casters, heavy-duty swager/expander (swages 3/4"-3", expands 1"-5-1/2"). 220V, 60 Hz. Quoted exhaust tooling: V-band, ball-joint, collet, header-collector and flange sets. Will be used by AUTO and WLDT programs.

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 #: 3500 Room #: 3513

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

Cite specific regulations or compliance requirements.

None

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).

This equipment directly supports the LPC Mission's commitment to career-technical goals and student completion (Student Success priority). Students in Performance 1 (AUTO P1) and Performance 2 (AUTO 2) design and fabricate their own exhaust systems. The Huth 2806 bender, with its integrated swager/expander and V-band, ball-joint, collet, header-collector and flange tooling, lets them carry a project from design to a finished system in the campus lab. Hands-on work with the same class of equipment used in professional exhaust and performance shops builds job-ready skills, and keeping the whole fabrication process in the lab means students can complete and demonstrate projects within the course. The machine will also be available to every other Automotive Technology OR Welding Technology course that needs tube or pipe fabrication or exhaust repair, extending the benefit across the programs.

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:

Automotive Technology and Welding Technology.

Primary courses: AUTO P1, Powertrains: Modifications for Performance, and Performance 2 (AUTO P2, currently in development), where students study and carry out performance modifications, including designing and fabricating their own exhaust systems. The bender will also be available to other Automotive Technology and Welding Technology courses and labs for tube/pipe fabrication and exhaust repair.

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 named in the 2025 Program Review Update (Program Review is not a vehicle for requests; those go through the IER process). The need follows directly from the growth reported there: the update cites a 175% rise in enrollment, an over-enrolled first run of AUTO P1, and a steady stream of industry calls and emails asking for more graduates. It also commits the program to follow ASE accreditation and advisory-committee guidance on current technology training, and to a complete rewrite of curriculum, certificates and the AS on a 5-year timeline; Performance 2 is part of that development. The need for fabrication equipment emerged as the performance course sequence grew, outside the regular planning cycle.

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.

With this equipment, instructors can teach the complete exhaust fabrication process in the lab: forming repeatable bends in tubing and pipe up to 3" using the automatic depth-of-bend selector and adjustable return-to-home control, then finishing the ends with the integrated swager/expander and the V-band, ball-joint, collet, header-collector and flange tooling included in the quote. Instructors can demonstrate setup, bend layout and tooling selection on one machine and have students repeat each step, check their bends against their own designs, and troubleshoot fit-up. Repeatable, guarded hydraulic operation lets many students rotate through the machine with consistent results, so class time goes to design, technique and fit-up. Evidence of demand: the 2025 Program Review Update reports a 175% rise in program enrollment and an over-enrolled first run of AUTO P1, so more students will benefit from this capability each year.

How does this equipment directly improve student learning?

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

Students get hands-on practice designing, bending and finishing their own exhaust components from start to finish, building the planning, measuring and fabrication skills valued in performance, exhaust and repair shops. Working on production-style equipment with the correct tooling prepares them for entry-level fabrication and exhaust work and for advanced performance coursework. Completing a system they designed themselves increases engagement and gives them a tangible project demonstrating competency. Automatic mode and the guard package make the machine approachable for beginners while still teaching professional technique.

Estimated impact of this equipment:

Number of Classes / Sections Impacted:	6	Estimated Number of Students Per Year:	300
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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.

AUTO P1 (Powertrains: Modifications for Performance), SLOs from the Fall 2026 course outline: (1) Follow proper lab safety standards - supported by a guarded hydraulic bender operated with safety training under instructor supervision. (3) Determine how to modify an exhaust system while staying within legal emissions and noise limits - directly supported, since students will design, bend and fit their own exhaust sections. (SLO 2, dyno data and fuel mixture, is not affected.) Related AUTO P1 course objectives: perform major powertrain modifications, compare and contrast bolt-on modifications, and apply the law to vehicle modifications.

Other Automotive Technology course SLOs (Fall 2026 CSLO listing) supported in the lab courses: apply safety in all lab conditions (AUTO LABA, AUTO A9); apply all safety precautions (AUTO LABB, LABC, LABD); recognize and apply shop safety precautions (AUTO INT, INTL); complete hands-on lab sessions without instructor supervision (AUTO LABB, LABC, LABD), with AUTO LABC (Specialized Bench Work) a natural fit for fabrication.

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 equipment lets these outcomes be assessed through demonstrated performance on a real fabrication project. Planned measures: (1) AUTO P1 SLO 3: a rubric-scored exhaust project covering the design drawing, bend accuracy against the design, fit-up, and a written justification of emissions and noise compliance. (2) Safety SLOs: a machine-specific safety checklist with instructor sign-off before any independent operation, tracked as the percentage of students passing on the first attempt. (3) Independent lab work: the number of students who complete bench fabrication tasks without instructor intervention. Because the machine repeats bends accurately and offers the full end-forming tooling, students can measure, re-bend and refine their work during the course, which supports skill development beyond what the current instructional setup allows. Results will be reported through the program's regular SLO assessment cycle.

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:

Safety: The machine includes the manufacturer's safety guard package and bending die retainer, and a knee-pedal control that leaves both of the operator's hands free to position and secure the tube, providing a controlled, guarded hydraulic bending process. Students will be trained on the hazards (pinch points, hydraulic pressure, lockout/tagout) and will operate the machine under instructor supervision.

Organizational effectiveness: fabrication is kept in-house, bends are repeatable through the depth-of-bend selector, and a single machine with a full tooling set serves multiple courses and sections.

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 bender is built on a rugged I-beam frame for long service life and is repairable with manufacturer-supplied parts and tooling, so it can stay in service for many years instead of being replaced. The automatic depth-of-bend selector and repeatable bends reduce scrapped tubing, and an auxiliary on/off switch allows the machine to be powered down when not in use. At end of life, the steel frame, motor and tooling are recyclable and will be disposed of through the district's surplus/recycling process. Although that should be far in the future as these machines are in use 25-30 years before any major overhaul is required.

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. This is new equipment that fills a new instructional need; there is no existing equipment to retire, surplus or store.

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

Operator		Maintenance & Repair	
Primary Operator	Students/Faculty	Who will perform maintenance & repairs?	James Weston
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:	10 hours	Estimated hours per month:	30 minutes

FOAP (Budget) for Recurring Costs:	<u>113004</u>	-	<u>33465</u>	-	<u>4320</u>	-	<u>094800</u>
	Fund		Org		Account		Program

Estimated Lifespan of Equipment: 25 years plus

Part A: Initial Start-Up Costs	Cost (\$)	Notes
Equipment / Materials	\$25,179.00	
Shipping & Delivery	\$679.00	
Installation	\$0.00	
Operator Training	\$0.00	
Facilities Modification	\$4,000.00	M&O adds 1 Nema 6-50 recepticle next to breaker
Other	\$0.00	
Discounts (enter as positive)	\$5,035.80	Factory direct 20% educational discount
Subtotal	\$24,822.20	
Part B: Annual Operating Costs	Cost (\$)	Notes
Service / Maintenance	\$50.00	
Part Replacement	\$0.00	
Software Licensing	\$0.00	
Supplies	\$0.00	
Vendor Calibration / Standardization	\$0.00	
Storage	\$0.00	
Other	\$0.00	
Subtotal	\$50.00	

Overall Cost (Start-Up + Annual)	\$24,872.20
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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>James Weston</i>	10/07/2026
Division Dean:	<i>Michael A. McQuiston</i>	10/16/2026
Vice President:	<i>Nan Ho</i>	10/20/2026
College Technology Services Manager:	<i>Stephen Gunderson</i>	10/20/2026
M&O Director:	<i>JOHN SEYBERT</i>	10/20/2026
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](#).

Huth-Ben Pearson International, LLC

260 Grant Street
PO Box 270467

Quote

Date	Quote #
9/28/2026	7890

Name / Address
Las Positas Community College 3000 Campus Hill Dr. Livermore, CA 94551

Ship To
James Weston jweston@laspositascollege.edu 925-424-1137

Please email new orders to
'orders@huthbenders.com' or call 800-558-7808.

Terms	Rep	Job No.
PREPAID	MB	

Item	Description	Qty	Price	Total - US Dollars
HB-2806-1	H2806D1 BENDER W/028 DIE PKG, 220 V. *Please confirm electrical requirements when ordering: PHASE and VOLTAGE.*	1	20,091.00	20,091.00T
H435	SEGMENT, V BAND 2'	1	414.00	414.00T
H436	SEGMENT, V BAND 2-1/4'	1	432.00	432.00T
H437	SEGMENT, V BAND 2-1/2'	1	432.00	432.00T
H438	SEGMENT, V BAND 2-3/4'	1	454.00	454.00T
H439	SEGMENT, V BAND 3'	1	454.00	454.00T
H477	SEG SET, 3 - 3-1/2	1	399.50	399.50T
H478	SEGMENT SET, 3-1/2 - 4 ID	1	438.50	438.50T
H452	SEG SET, BALL JOINT 3'	1	482.00	482.00T
H564	FEMALE BALL JOINT, 2-3/4' - 3'	1	210.00	210.00T
H892	3" COLLET HOLDER, SHORT	1	189.50	189.50T
H1730	3" COLLET SET, SHORT	1	210.00	210.00T
H101	3' HEADER COLLECTOR TOOL	1	188.50	188.50T
H411	SET, SEG. FLNG 2 - 2-1/4 IN.	1	294.50	294.50T
H412	SET, SEG.FLNG 2-1/4 - 2-1/2 IN	1	294.50	294.50T
H413	RINGS, 2 IN. M	1	65.00	65.00T
H414	RINGS, 2-1/4 IN. M	1	65.00	65.00T
H418	RINGS, 2-1/2 IN. M	1	65.00	65.00T
	Subtotal			25,179.00
20% Discount	20% Discount		-20.00%	-5,035.80
Freight Common Carrier...	Freight Common Carrier Bender - Continental US ... Subject to Additional Charges for Services at Time of Delivery	1	679.00	679.00T
	Out-of-state sale, exempt from sales tax		0.00%	0.00

NOTE: Additional \$25.00 Fee if Paid Via Wire Transfer

Total - US Dollars \$20,822.20

Phone #	Fax #	Email
800-558-7808	262-673-9443	customercare@huthbenders.com

www.huthbenders.com

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QUOTES VALID FOR 30 DAYS.
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NON-RETURNABLE