

Requisition #: _____
Banner #: _____

Reference #: IER#0000139
Fiscal Year: 2026-2027



Instructional Equipment Request (IER) Form

Title of Submission:	Rokid Smart Glasses with VioVio Automotive Ai		
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.

We are requesting 4 pair of Rokid smart glasses and VioVio AI software. Faculty wear the glasses to stream and record first-person, hands-on demonstrations; each session becomes an ordered, timestamped record of every step. Students wear their own glasses to watch demonstrations live and later ask questions out loud to jump hands-free to the exact step the instructor performed. This fills a new need and does not replace existing equipment.

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 #: 3515

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

Cite specific regulations or compliance requirements.

No specific legal mandate. Safety is a learning outcome in nearly every Automotive course, and this equipment lets students see and replay required safety steps at the point of work. Also supports LPC's interest in adopting AI technologies.

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).

Program enrollment rose 175% in 2024-25, and the first P1 class and first summer lab in 15 years were over-enrolled. With larger labs, students past the front row often can't see the instructor's hands, and instructors answer the same question many times. Recorded first-person demonstrations give every student repeatable, close-up access to the same expert instruction, supporting completion of hands-on outcomes and job readiness (Student Success).

Students with little prior shop experience, students who miss a session because of work or family obligations, and students hesitant to ask questions in a busy lab can review procedures privately and at their own pace, which helps narrow the gap between experienced and new students (Equity).

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 (AS degree and certificates): AUTO INT, INTL, A1, A9, L1, LABA, LABB, LABC, LABD, SDR.

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 listed in the 2025 Program Review Update, which directs equipment requests to the IER process. It supports plans stated there: following ASE accreditation and advisory guidance to add more online labs so students become familiar with the manufacturer and aftermarket online training the industry increasingly requires; a complete rewrite of all curriculum, certificates and the AS over five years; and establishing safety standards in the new building. The review also documents a 175% rise in enrollment, so the program is serving many more students with the same instructional staff. Recorded demonstrations are a scalable way to deliver consistent instruction. This equipment will be referenced in the next 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.

Currently an instructor demonstrates a procedure once to a group around the vehicle. Students past the front row can't see the hands, the demonstration can't be repeated while the instructor helps others, and the same questions are answered again and again. With this equipment each procedure is recorded once as a timestamped, step-by-step record that is reusable across sections, semesters, and full-time and part-time faculty. Instructors can spend lab time coaching individual students, and the recordings become a library for the rewritten curriculum and the online labs that accreditation and the advisory committee are asking for.

How does this equipment directly improve student learning?

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

Students can watch a demonstration live from the instructor's point of view, then ask out loud and land on the exact step during their own work, keeping both hands on the vehicle. This supports hands-on practice, accessibility for students who need repetition or learn visually, and preparation for a workplace where technicians rely on digital procedures and manufacturer online training.

Estimated impact of this equipment:

Number of Classes / Sections Impacted:	12 classes per year	Estimated Number of Students Per Year:	300 students per year
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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 INT / INTL: follow proper vehicle lifting procedures; perform an oil change with 100% accuracy; test engine coolant; recognize and apply shop safety precautions.

- AUTO A1: install a timing chain; apply engine repair safety precautions; apply safety precautions in shop lab exercises.
- AUTO A9: diagnose and repair diesel engine mechanical systems; diagnose and repair diesel turbo systems; apply safety in all lab conditions.
- AUTO L1: apply service manual procedures to the vehicle; apply emissions safety precautions; diagnose engine drivability problems using a scanner and multimeter.
- AUTO LABA: use ShopKey to create job estimate; apply safety in all lab conditions; work autonomously in a shop environment.
- AUTO LABB / LABC / LABD: apply service manual procedures to the vehicle; apply all safety precautions; complete hands-on lab sessions with no instructor supervision necessary.
- AUTO SDR: apply electrical theory to battery systems; apply safety precautions in shop lab exercises; obtain and interpret scan tool data.

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.

Many outcomes require exact, repeatable procedures (an oil change with 100% accuracy, timing chain installation, lifting procedures) or independent work with no instructor supervision. Students currently rely on a single live demonstration and limited instructor attention. With a searchable record of the instructor's actual steps, students can practice, check, and self-correct at the vehicle. We will compare student performance on these outcomes, including oil change accuracy and safety-procedure results, against previous semesters, and gather student feedback.

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 is an outcome in nearly every Automotive course, and the 2025 program review identifies establishing safety standards in the new building as a current concern. Students can search for the exact safety step (lifting points, PPE, emissions precautions) at the moment of the task rather than relying on a lecture given earlier. Recording each procedure once ensures every student, in every section, sees the same safe method regardless of instructor. Organizationally, reusable demonstrations let a small faculty serve a program whose enrollment grew 175%, reducing repeated live demonstrations and supporting the blended online and in-person labs recommended by the advisory committee and accreditation.

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.

Durable, reusable hardware with a multi-year lifespan, and recorded content that is reusable indefinitely, reducing repeated demonstrations and printed handouts.

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 technology.

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

Operator		Maintenance & Repair	
Primary Operator	Students and 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:	20 hours	Estimated hours per month:	0.00

FOAP (Budget) for Recurring Costs:	<u>133009</u>	-	<u>33465</u>	-	<u>4320</u>	-	<u>094800</u>
	Fund		Org		Account		Program

Estimated Lifespan of Equipment: 5-7 years

Part A: Initial Start-Up Costs	Cost (\$)	Notes
Equipment / Materials	\$14,000.00	
Shipping & Delivery	\$0.00	
Installation	\$0.00	
Operator Training	\$0.00	
Facilities Modification	\$0.00	
Other	\$0.00	
Discounts (enter as positive)	\$0.00	
Subtotal	\$14,000.00	
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)	\$14,000.00
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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>	10/09/2026
Vice President:	<i>Nan Ho</i>	10/16/2026
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](#).

Automotive Electronics Services, Inc.

www.AESwave.com

5465 E Hedges Ave
Fresno CA 93727

Voice: 5592927851

Fax: 559-292-3533

Quote # 30078

Date:

9/21/2026

Bill To:Chabot-Las Positas Community Coll Dist
Accounts Payable
7600 Dublin Blvd, 3rd Floor
Dublin, CA 94568
= accountspayable@clpccd.org**Ship To**Chabot-Las Positas Community Coll Dist
Accounts Payable
5020 Franklin Dr
Pleasanton, CA 94588

ITEM	DESCRIPTION	QTY	MSRP	Your Price (ea)	TOTAL
pt-PQ196	4-Channel Pico 4425A EV Kit (PQ196)	1	\$5,928.00	\$5,300.00	5,300.00T
G UPS	FREE! UPS Ground				0.00
AES Info	PAYMENT TERMS: 3% fee for Credit Card payments California Small Certified Business Cert# 36370 AES FEIN: 15-5670905 DUNS: 945324143 AES Contacts: Carlos Menchu: Office: 559-292-7851 Please email PO's to: carlos@aeswave.com REMIT ADDRESS: Automotive Electronics Services, Inc. 5465 East Hedges Ave Fresno CA 93727 559-292-7851 cs@aeswave.com CA Alameda 10.25%				0.00
					543.25
TOTAL					\$5,843.25

Carlos Menchu

**VioVio**

AI glasses for hands-on technical training

QUOTE

Quote # 20261001-LPC

Issued: 2026-10-07

Valid until: 2027-01-07

FROM**VioVio**

10135 Imperial Ave.

Cupertino, CA 95014

Leo Kang, Founder

lkang@viovio.ai · 608-886-8613

viovio.ai

PREPARED FOR**Automotive Program, Las Positas College**

Attn: Brian Hagopian, Program Coordinator/Professor

3000 Campus Hill Dr.

Livermore, CA 94551

DESCRIPTION	QTY	RATE	AMOUNT
AI glasses			
Camera, microphone and display; charging cable and case	4	\$800.00	\$3,200.00
AI and service, 3 years	1	\$14,400.00	\$14,400.00
Non-recurring; breakdown in Table 2			
Subtotal			\$17,600.00
Launch partner discount (20%)			-\$3,520.00
Total			\$14,080.00

Table 2. What the \$14,400 AI and service covers (3 years, all 4 pairs)

COMPONENT	INCLUDED	BASIS	3-YEAR AMOUNT
Instructor mode: record and live-stream demos; AI writes step-by-step procedures and transcripts	960 hours (320 hours per year)	\$1.00 per hour	\$960.00
Student mode: live AI voice and vision guidance; AI checks each step and gives feedback	1,920 hours (640 hours per year)	\$2.50 per hour	\$4,800.00
Cloud storage and live streaming to the class	All recordings kept for the term	\$1,200 per year	\$3,600.00
Software platform, web interface and updates	Instructor and student accounts	\$1,200 per year	\$3,600.00
Support and instructor training	On-site setup; email and phone support	\$480 per year	\$1,440.00
Total AI and service			\$14,400.00

Included hours: 240 hours per pair per year x 4 pairs x 3 years = 2,880 hours (960 instructor, 1,920 student), shared across all pairs. Additional hours are available at the same per-hour rates.

NOTES

- One-time purchase: AI and service cover 3 years from delivery and are non-recurring. No subscription fees during the term.
- Glasses lost or damaged beyond normal wear are replaced at \$800 per pair.
- Data rights: VioVio will not make Las Positas College's raw recordings available for outside commercial use.
- Payment: net 30 from invoice. Purchase orders and grant-funded purchases accepted.