Project Title: Chromebooks for Education

Department/Organization: Elementary Education

Project Applicant(s):

Principal Contact
Name Paula Dagnon MS 9092 Email: paula.dagnon@wwu.edu Phone 2544

Others
Name Greg Hoffenbacker MS 9115 Email: greg.hoffenbacker@wwu.edu Phone 7906

Name Email: Phone
Name Email: Phone
Name Email: Phone

Amount Requested for Project

Proposed Budget:

1. Equipment total $7748
2. Plus site preparation (not STF funded) + $0
3. Total Project Cost (spreadsheet total from part IV of this form, Total Project Budget) = $7748
4. Less organization’s contribution – $1000
5. Less site preparation – $0
6. **STF Grant Request** = $6748

**IMPORTANT NOTE**

1. THE STF Committee will accept only complete proposals by the announced deadline. Every section (I–IX) and all items of this proposal format must be addressed.

I. Executive Summary (800 words max)

Provide a summary of the project and the benefits to be derived. Explain what the students would gain from the project, and how the acquisition would meet the Student Technology Fee mission.

**STF Mission:**

*The Student Technology Fee provides Western students with adequate and innovative technology experiences by:*

- Broadening/enhancing the **quality** of the academic experience
- Providing additional student access to technology
- Increasing **integration** of technology into the curriculum

This request is for 20 Chromebooks and a charging cart so that our future teacher educators can be prepared to teach with Google Apps for Education and educational apps from Google Play. Numerous school districts in our region have made sizeable investments in Chromebooks and our current students, future teachers, and P-12
students will be at a disadvantage if they enter these schools unprepared for integrating to use these devices and tools in teaching and learning. For instance, Mount Vernon School District, where many of our student teachers are placed, is going to purchase over 1200 Chromebooks for the next academic year. Yet, our teacher preparation students do not have the opportunity to learn how to use these devices because we do not have access to any on campus. U.S. Senator Nancy Kassebaum stated, “There can be infinite uses of the computer and of new age technology, but if teachers themselves are not able to bring it into the classroom and make it work, then it fails.” We need to make sure our students can make technology work in the classroom.

Broadening/enhancing the quality of the academic experience: This proposal will allow our teacher educators to enter their internships and their jobs better prepared to teach with the technology that is available to them. A Project Tomorrow (2013) report stated, "Principals want new teachers to know how to use technology to create authentic learning experiences for students (75 percent) and how to leverage technology to differentiate instruction (68 percent) before they apply for a position at their school" (p.5).

Providing additional student access to technology: The Chromebooks will be available to all students, and according to historical data, they will be well used. For instance, from 2014 to present, our MacBook Pro computers have been checked out 2922 times and our iPads have been checked out 1013 times. These figures exclude checkouts of entire carts that are used by classes. We suspect the Chromebooks will see similar use.

Increasing integration of technology into the curriculum: The primary purpose of the Chromebooks will be to integrate them into the Instructional Technology course curriculum. While a device alone does not redefine learning, we know that if teachers are not prepared to use technology in pedagogically sound ways, either they will not use it or it will provide a pedagogical shift in learning and will be seen as a failure.

II. Relationship to STF Objectives / Impact on Current Academic Programs

The STF Committee will use as its primary assessment criteria the three objectives—quality, access, and integration—defined in the STF mission (above). Given this criteria, describe your proposed project in detail.

1. Tell us—focusing on what the students will gain from the project—how the project would provide positive benefits to specific courses or instructional programs. Specifically, answer at least one of a, b, and c below:

   a. How would this project provide additional student access to technological resources?

   Being housed in the Woodring Technology Center of Education, any student can have access to the devices. The WTEC is open Monday through Thursday from 8 am until 9 pm, Fridays from 8 am to 3 pm and on Sundays from 12 pm to 5 pm. Again, based on historical data from our laptop and iPad checkouts, the Chromebooks will see significant use. Specifically related to the Instructional Technology Program and courses, students will gain knowledge of the devices and how to integrate educational apps, such as Google Apps for Education or apps on Google Play. Recently when conducting a workshop in the Mount Vernon School district on Google Classroom, one of our interns who was excited by the tool asked, "Why didn't we learn about this in class?" My response had to be, "We don't have access to teach you this."
b. How would this project broaden or enhance the quality of the student’s academic experience through the proposed technology?

According to a Project Tomorrow Report (2013), a significant barrier to technology integration is teacher’s need for extensive training. In teacher preparation programs, we try to alleviate this barrier by preparing teachers to utilize technology effectively in their teaching before they enter the workforce. While some might assume that students who are growing up digitally do not need instruction on technology integration, this is not the case. Pre-service teachers are expected to know how to incorporate tools to meet all students’ needs as well as how to manage 30 devices in a middle school classroom, for instance. This takes training and practice. By becoming fluent with devices and programs, then, teachers can focus on the students' learning. However, to do so, they need the Chromebooks to increase their digital literacy.

c. How would this project increase integration of technology into coursework?

Computer technology combined with effective instruction has the potential for allowing students to curate, create, collaborate, communicate, and critically think. By incorporating Chromebooks into the IT courses, students will learn how to utilize Google Apps for Education and other Web 2.0 tools to increase collaboration, allow students to demonstrate learning in a variety of ways, and provide support to students with diverse needs, such as English Language Learners or students with disabilities. Students will also use these devices in coursework to learn how to utilize technology for social justice as well as to increase family engagement, a critical component for academic success.

2. Would other departments be involved with this project?
   
   No ☐ Yes ☐ If yes, describe.

3. Has any part of this project previously been funded by the Student Technology Fee?
   
   No ☐ Yes ☐ If yes, describe.

4. Is the proposed project a pilot project?
   
   No ☐ Yes ☐

III. Utilization

List the anticipated number of times and duration per each use—per quarter or per academic year—that students would use the proposed technology. The committee is looking for total student hours and total number of unique students who would use the technology in that time period. Explain how you arrived at this utilization.

Based on historical data since January 2014, we have had 611 patrons check out equipment. This excludes faculty who check out entire carts of devices for use in a class. We anticipate similar use for the Chromebooks.

In addition to student checkouts outside of class, the Chromebooks would be used in the following classes:
IT 442: 5 sections a year x 18 students a section - 90 students
IT 443: 3 sections a year x 17 students a section - 51 students
SEC 444: 3 sections a year x 20 students a section - 60 students
IT 544 - 2 sections a year x 20 students - 40 students.

Total Student Hours: If students in these classes use the devices for 10 hours a quarter, this would be 2042 hours. In addition the Chromebooks would be available for check out outside of class time.

IV. Total Project Budget

This section details the estimated total cost of the project. Include costs that would be covered—by your department or another source—for ongoing costs such as personnel or operating expenses.

1. For assistance in preparing your budget, please consult with relevant campus support departments (ATUS, Purchasing, Space Administration, etc.).

2. For more information about these contacts and helpful tools/links: from the STF website home page (http://www.wwu.edu/stf), choose “STF Tech Initiatives” on sidebar; then section “II. Tech Initiatives Forms and Instructions.”

Attach an Excel spreadsheet if you have additional details.

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Important Notes from the STF Committee:

- We recognize your proposed budget as an estimate. Final funding for successful projects will be established after thorough technical review; some costs may need adjusting due to price changes.
- We recommend that you include a 3 percent cushion to allow for price increases.
• We may impose special conditions on a proposal before approval. See STF Proposal Guidelines.

• Funding is not provided directly to departments for purchases. All purchasing is done via the Office of the VPIT/CIO and savings are retained in the STF fund.

3. What funding or contributions are available from your department or other sources?

   **Note:** “Contribution” is defined as a monetary contribution. A vendor discount, for example, is not considered a contribution.

   Our lab fees are only $6.48 a quarter, which makes it hard to purchase anything substantial because it takes years to accrue a sizeable amount and because we are discouraged by the University from accruing lab fees. The Instructional Technology Program does have a very small budget and is willing to put $1,000 toward a charging cart. This is one-third of the IT budget and thus should demonstrate a substantial commitment toward this project.

4. Could this project be divided into discrete elements that could be funded separately?

   **Note:** A “no” response to this question creates an “all or nothing” proposal. That is, if the STF Committee decides against funding your entire proposal, it will not consider any elements for partial funding. If elements could be funded separately, the applicant is responsible for prioritizing them before submitting the proposal.

   No [ ] Yes [x]  If yes, summarize and prioritize project elements with cost estimate for each.

   We could still benefit from 10 Chromebooks if 20 we not funded.

5. Are course or lab fees charged for any of the courses that will use this equipment?

   No [ ] Yes [x]  If yes, describe. Please note: The total funding requested from the Student Technology Fee must reflect the amount collected from course fees for equipment replacement and/or equipment acquisition.

   As mentioned above, students are charged $6.48 a quarter. However, to replace even a laptop battery, this means we need 18 students to be enrolled in a class for one quarter. As you can see, our fees can only cover maintenance of equipment and not equipement acquisition.

**V. Impact on Existing Resources**

Your proposal must address the project’s potential impact on existing resources. Give special attention to the impact on data transmission networks (e.g., sources accessed, networking equipment, etc.), and personnel (e.g., staffing, administrative support, faculty support, etc.).

1. Describe how existing equipment is used. Contrast this to projected use if your project were funded.

   **Current equipment is used for classes and for students to check out and use anywhere. As mentioned previously, students and faculty check out equipment frequently with 3935 checkouts recorded for the MacBook Pros and the iPads since January 2014. Because Miller Hall was renovated 5 years ago, it still has a fairly robust wireless network so the addition of Chromebooks should not have a significant impact on the network. The Chromebooks will be housed in the Woodring Technology Education Center which is staffed with 9 work study students Monday through Thursday 8am to 9pm, Friday 8am-3pm and Sundays 12pm-5pm. This allows students frequent access to the devices and support for the devices.**

   2. Is similar equipment or technology available elsewhere on campus—such as the Student Technology Center, Classroom Services, Video Services, Western Libraries, a college lab?
No ☐ Yes ☑ If yes, describe why the existing equipment does not meet the needs outlined in this proposal.

To date, the only Chromebook on campus is in Rick Nichols' office and is not available for student use.

3. If this project involves the replacement of equipment, including computers:
   a. Describe the “before and after” configuration changes. (A spreadsheet reflecting these changes may be attached.) Or, write “N/A.”
      NA
   b. Describe the costs and benefits of replacing vs. upgrading. Or, write “N/A.”
      NA

4. Would this equipment be available to students outside of your department?
   No ☐ Yes ☑ If the proposed technology would be used by students outside of your department, describe how they would gain access, how equipment availability would be publicized, the hours/week when equipment would be available, and any costs that would apply.

   The WTEC is open during the week from Monday through Thursday 8am to 9pm, Friday 8am-3pm and Sundays 12pm-5pm. There are no costs to use the technology and students can see if the equipment is available by going to http://opac.libraryworld.com/opac/home.php. Students would learn about the equipment through their classes and through word of mouth. We also hold an open house every Fall.

5. Does this project involve the check-out of equipment to students?
   No ☐ Yes ☑ If yes, discuss whether or not the Student Technology Center/ATUS Loan Pool could be assigned this task.

   We would add the Chromebooks to the WTEC so that they are readily accessible for faculty to integrate in their teaching.

6. Does the department have adequate operating funds to provide ongoing maintenance and support?
   No ☐ Yes ☑ If yes, describe.

   Our student fees can cover ongoing maintenance. Also, the IT program budget can cover some of the maintenance fees if needed.

7. Does the department have adequate personnel funds to provide ongoing staff support for the project?
   No ☐ Yes ☑ If yes, describe.

   Greg Hoffenbacker and Paula Dagnon, as part of their workload oversee the WTEC and the 9 work study students. The WTEC is largely run by our student consultants and we continue to be able to staff our center fully.

VI. Space and Site Information

This section addresses any space alteration or site preparation necessary for the proposed project. Site alterations include painting, holes in walls, security systems, carpeting, construction, lighting changes, or conversion of a lab or office.
Special Note: If this project would require any site preparation, or if this project would use any space not currently under your department’s control:

a. You must submit a draft proposal to Space Administration by March 13, 2015.

b. Space Administration and Facilities Management will then conduct a site survey and respond to you by March 20, 2015 about project feasibility, cost, and schedule.

c. You must include the site survey response with your final proposal.

1. Location for installation of equipment or technology:
   MH 34

2. Would site modification be required?
   No ☐ Yes ☐ If yes, describe the modifications (e.g., electrical, air, painting, lighting, security, network access, etc.).

3. Would this project use space not currently assigned to your department or area?
   No ☐ Yes ☐ If yes, describe.

VII. Project Schedule

Describe your overall implementation schedule. (Remember that project awards are announced during spring quarter, and that projects are to be substantially completed by the end of the calendar year.) If any site preparation is involved (see section VI above), align your project schedule with the schedule provided by Space Administration and Facilities Management.

Summer 2015: Configure Chromebooks and set up in charging cart; IT instructors review Google Apps for Education and apps available in Google Play and integrate into syllabi.

Fall 2015: Deploy Chromebooks for checkout and for instructional purposes

VIII. Constraints

List or describe any external or internal factors/constraints that could affect your project schedule, project objectives, or the project budget (e.g., if external approval is required for curricular changes, or if funding must be received by a certain date).

NA

IX. Submitting the Proposal

1. Make sure your proposal does not exceed 12 pages (not including Tech Initiatives Summary Sheet).

2. Complete a 2015 Tech Initiatives Summary Sheet for the front of the proposal.

3. Submit the proposal and summary sheet electronically for prioritizing (PDF preferred, or Word document):
   a. Faculty and staff: Submit by internal due date, which must be before proposal due date of April 2.
b. *Students:* Submit by March 31 to AS VP for Academic Affairs at 
ASVPforAcademicAffairs@wwu.edu.

4. Submit prioritized proposals:
   
a. *Organization reps and AS VP for Academic Affairs:* Submit to Student Technology Fee (STF) Committee by 12:00 noon on April 2.
   
b. For each proposal, email one electronic version (PDF preferred, or Word document) of both the proposal and the summary sheet to diane.bateman@wwu.edu (the STF Committee secretary).

   **Note:** Paper copies of proposals are no longer required; please do not send.