Henry Ford Community College
Technology Investment Fund
Project Funding Request

This application form with original signatures must be received by the Vice President/Controller's office by 4:00 p.m. on either **the first Friday after Labor Day** (Fall semester) **or the third Friday in January** (Winter semester) in order to be eligible for funding. Applications will only be accepted on this form. Applications must include an Executive Summary which will be shared with the Campus Community. ***(Attach additional sheets for any section needed.)***

Date of Application: January 21, 2011	**Project Type: [X] New [ ] Upgrade/Expansion**	
Project Director: Deborah Zopf, Janice Gilliland, Jennifer LaRose, Larry Smyrski **Department/Division:** Mathematics	**How many students will *directly* benefit from the project?** More than 1,100 annually	**Total TIF Funds Requested:** $ 25,230

Problem Statement

Define the problem/idea. *(What do you want to do? Why?)*

The Mathematics Division is requesting technical equipment to convert classroom H-217 (or any other College-assigned space) into a Teaching through Engagement, Active-learning, Collaboration, and High-technology (TEACH) classroom.

H-217 (or the College-assigned space) is to be outfitted with the following:

- Teacher work station and storage
- 5 sets of tables to enable collaboration among students
- 33 cachet chairs (to be paid with Divisional funds)
- Cabinets
- 1 ENO Interactive White Board
- All ENO support software, Extron equipment switcher, cables, and wall-mounting kits
- 1 Imaging Capture System (Copy Cam)
- 5 packages of 5 Huddleboards (2-sided markerboard, 32" x 42")
- 1 package 5 Huddleboards (markerboard/Photo display)
- Wall-mounted 96" rails for the Huddleboards
- Wall blocking for rail installation.
- 3 LCD projectors
- 2 projector screens
- 3 sets of security mounts and cabling
- 3 Markerboards (two 144" x 48" and one 288" x 48") (white)
- Electrical support (including updated lighting that will work with the projector system and floor-mounted outlets to bring power to the tables)
- Construction support for Huddleboards and Copy Cam
- Security enhancement including card-reading door lock and computer port to accommodate the card reader

Currently, the Mathematics Division has a designated classroom for mathematics courses designed for pre-service elementary teachers and some developmental classes. Manipulatives designed specifically to help students explore mathematics concepts and several sets of K-8 mathematics text

books are housed in this classroom. These resources are used to teach developmental classes.

In this proposal, the Mathematics Division is responding to the call to integrate technology and learner-centered teaching strategies throughout mathematics classes in the teacher education programs (Ertmer, 2005; Parker, 1997) by developing a Teaching through Engagement, Active-learning, Collaboration, and High-technology (TEACH) classroom. This TEACH classroom will permit the use of technology used in K-8 classrooms such as smart boards and imaging capture systems to enhance pre-service teachers' learning of mathematics through the use of interactive teaching styles and technology for the purpose of teaching. This modeling of technology is intended to contribute to pre-service teachers' opportunities to learn to teach with technology through an apprenticeship of observation (Lortie, 1975). Further, collaboration used in teaching teachers addresses the special needs of learners who know mathematics for their own use but are re-conceptualizing mathematical knowledge to make it accessible for teaching others (Lappan & Even, 1989). The requested technology and classroom furniture will improve the learning and teaching environment and annually affect more than 1100 students and their full-time or part-time instructors. The goal of the classroom layout is to improve student learning by facilitating the evolution of professional learning communities allowing more collaboration and group work, enhancing opportunities for creative and critical thinking.

Program graduates who have completed four-year teacher education programs have noted that they seemed to be underexposed to the use of technology in their HFCC content courses. Improved use of technological tools such as a smart board, imaging capture system, and huddle boards will facilitate pre-service teachers' exposure to and use of this technology.

The use of Huddleboards supports active learning. Huddleboards allow students and the instructor to collaboratively develop solutions and ideas, document them on a class viewable medium, display them to the class, and capture them using the Copy Cam for future use. Since studies show that active learning increases retention of content, the use of these tools may increase retention of content.

Additionally, the use of a smart board and an imaging capture system allows lecture material to be recorded and saved for future use, such as for responding to students' questions, for beginning the next lecture from the previous stopping point, and/or for uploading the lecture to a website for student use. It is anticipated that these technology tools will provide resources that promote students' learning.

The existing projector technology in the classroom does not display material in its true colors but often creates a dull, washed-out appearance. Newer projector technology will improve presentation quality, especially with updated classroom lighting. Also, three projectors are necessary for use of the smart board and two additional viewing stations.

Examples of specific usage of requested technology includes students:

	○ Recording solutions to problems and information from reading assignments on Huddleboards. Content can be captured with the imaging capturing system, uploaded and emailed to students. ○ Recording information developed during one class for use in later classes such as definitions, properties, and ways of doing mathematical work. ○ Using collaborative learning to work through complex problems in class. A smart board allows quick cutting, pasting, and moving information and reorganizing thoughts so the answer is more understandable. Also, the instructor will not spend class time waiting for students to copy down the final answer; it can be captured and posted online for the students. ○ Creating clean, colorful, and exact diagrams in the teaching moment; and then saving them for future reference. ○ Interacting with on-line materials such as the National Virtual Library website for access of Virtual Manipulates or other resources used by pre-service and in-service teachers. Literature indicates that these types of active learning experiences lead to improved student achievement. In all classes, lecture material as well as material developed during lecture and group work can be captured and saved, shared with students, or recalled later for the same (or different) class. In addition, artifacts of course work can be used to examine courses to inform curricular redesign.
Evidence for Project Validity *(What is the current situation?)*	
What resources do you have/use now?	H-217 is a traditional classroom with rectangular tables arranged in rows. All students face the instructor who is at the front of the room. This room is currently equipped with an instructor computer workstation, data projector, visualizer/document camera, and steel cabinets for storage.
Why can't you use your existing resources to do this project?	Current classroom design does not support successful collaborative learning. Existing tables are bolted together making rearrangement difficult. When rearranged for group work students cannot see the instructor or the lecture material displayed on a blackboard or screen. The proposed classroom design has been developed to provide projection of class work at three points of the room enabling students to interact with their peers, the teacher, and class materials. The smart board and two other projector/screen combinations allow students to see the material from all areas of the room. Proposed table placement allows the instructor to walk among the students to view their work, respond to questions, and guide their learning.
What evidence do you have that this project will be successful? *(Cite specific information.)* • **Current research** • **Examples from other schools or teachers** • **Letters of support from experts in the field** • **Your own past experience.**	Available data strengthens the argument that collaborative learning engages students and enhances learning outcomes by increasing information retention and improving problem solving and critical thinking skills. Examples include: Chapin, S. H., O'Connor, C., & Anderson, N. C. (2003). *Classroom discussions: Using math talk to help students learn.* Sausalito, CA: Math Solutions Publications.

Lampert, M. (1999). Knowing teaching from the inside out: Implications of inquiry in practice for teacher education. In G. A. Griffin (Ed.), *The education of teachers: Ninety- eighth yearbook of the national society for the study of education,* (pp. 167-184). Chicago, IL: The University of Chicago Press.

Lappan, G., & Even, R. (1989). Learning to teach: Constructing meaningful understanding of mathematical content (Craft paper 89-3). East Lansing: Michigan State University, National Center for Research on Teacher Education.

Leinhardt, G. & Smith, D. A. (1985). Expertise in mathematics instruction: Subject matter knowledge. *Journal of Educational Psychology, 77(3),* 247-271.

Lortie, D. C. (1975). *Schoolteacher.* Chicago, IL: University of Chicago Press.

Zaslavsky, O. (2005). Seizing the opportunity to create uncertainty in learning mathematics. *Educational Studies in Mathematics, 60,* 297-321.

Zaslavsky, O. (2007). Mathematics-related tasks, teacher education, and teacher educators: The dynamics associated with tasks in mathematics teacher education. *Journal for Mathematics Teacher Education, 10,* 433-440.

Zaslavsky, O. (2008). Meeting the challenges of mathematics teacher education through design and use of tasks that facilitate teacher learning. In B. Jaworski & T. Wood (Eds.), *The mathematics teacher educator as a developing professional (pp. 93-114).* Sense Publishers.

Research on the use of technology for teaching teachers:

Ertmer, P. A. (2005). Teacher Pedagogical Beliefs: The Final Frontier in Our Quest for Technology Integration? *Educational Technology Research and Development* Vol. 53, No. 4, 2005, pp. 25–39

Fisher, M. M. Association for the Advancement of Computing in Education. The Voice of Experience: Inservice Teacher Technology Competency Recommendations for Preservice Teacher Preparation Programs.

Lambdin, D. V., Duffy, T. M., & Moore, J. A. Using an Interactive Information System to Expand Preservice Teachers' Visions of Effective Mathematics Teaching.

Moursund, David, & Bielefeldt, Talbot (1999). Will new teachers be prepared to teach in a digital age? A national survey on information technology in teacher education. Milken Exchange on Education Technology. Retrieved from world wide web at: http://eric.ed.gov/PDFS/ED428072.pdf

Parker, D. R., (1997). Increasing Faculty Use of Technology in Teaching and Teacher Education. Journal of Technology and Teacher Education **(vol. 5).**

Strudler, N., & Wetzel, K. (1999). Lessons from exemplary colleges of education: Factors affecting technology integration in preservice programs. Springer.

Relevance to Technology Investment Committee Guidelines *(Address only those that apply.)*	
INNOVATION: **Is the proposal innovative to the field of Instructional Technology?**	Smart boards and white boards used to record students' responses are used in K-12 classrooms. Incorporation of such technology has lagged in teacher education programs (Moursund & Bielfeldt, 1999). By adding a smart board and Huddleboards, we are using technology to support collaborative learning in a way that is new to the instructional community.
Is the proposal innovative to HFCC?	This project is similar to the Business and Economics Division Collaborative Learning Classroom project funded by TIF. However, the TEACH classroom modifies that project to meet the needs of pre-service teachers and developmental mathematics students. The TEACH classroom will enable teachers to model teaching like that done in K-12 classrooms and will facilitate more interactive and enriching teaching strategies for developmental mathematics students.
Is the proposal innovative to the specific discipline?	It is uncommon to find similar collaborative learning environments for use in post-secondary mathematics classrooms. However, it is more common to find this in K-12 classrooms, creating a gap between how pre-service teachers are being taught and how they will be expected to teach.
NEED: **Is the proposal essential for the instructional design?**	The present methodology of doing group work in traditional classrooms is inefficient. Valuable class time is spent rearranging furniture both before and after group activities. Additionally, current classroom furniture (even when rearranged) inhibits communication and visibility of course materials by students and instructor.
Does it create new programs or courses with the potential for increased student enrollment?	The proposal enables the facilitation of collaborative, group activities and current technology in teacher education and developmental mathematics classes with the goal of enhancing learning. We anticipate that pre-service teachers will be better prepared for methods courses, practica, and student teaching experiences. We anticipate that developmental students will benefit from greater interaction between teacher, content, and peers.
Is it necessary to remain competitive with post-secondary institutions?	This project is necessary to develop a classroom environment that will prepare pre-service teachers to work with technology used in university methods courses and a classroom environment similar to those in which pre-service teachers will teach.
Does it provide skills that are transferable to the workplace?	The TEACH classroom will provide prospective teachers with experiences in a technology-rich learning environment that will facilitate their use of technology for learning and their development of skills used to incorporated technology throughout teaching. Given that teachers are said to "teach as they were taught" (Lortie, 1975), it is important that pre-service teachers experience the integration of technology throughout their teacher education program. The TEACH classroom is intended to provide pre-service teachers with experiences in learning *using* technology to facilitate their use of technology in their future teaching. Models for reforming developmental mathematics through the Dana Center located at the University of Texas Austin call on students to collaborate and use data. The requested technology will enable instructors to project at multiple points in the room.

	Groups will be able to work at the clustered tables, record work on Huddleboards for reporting, and capture work for later study or modification.
Does it prepare students for transfer to upper-level curriculum?	It is assumed that pre-service teachers have extensive exposure to the use of instructional technology and student-centered learning strategies before they are enrolled in methods courses and field experiences. Incorporation of more sophisticated technology will better prepare HFCC students for their methods courses, field experiences, and teaching.

Relevance to Technology Investment Committee Guidelines (continued) *(Address only those that apply.)*	
Does it keep the course or program current in the related technology?	This proposal will enable mathematics instructors to integrate technology used in K-12 classrooms and four-year teacher education programs into mathematics classes simulating the type of instruction teachers will be asked to deliver.
NATURE OF PROPOSAL: **Is the proposal a component of curricular revision?**	The Mathematics for Elementary Teachers Committee revises HFCC's courses to address the needs of pre-service teachers. The incorporation of a more-interactive learning environment and updated technology will allow mathematics teachers to address the changing needs of pre-service teachers and align HFCC courses with current K-12 practice.
Is it the next logical step in the evolution of the course/curriculum?	Yes, this proposal will enable us to model interactive teaching styles and integrate technology throughout our classes.
Will it help attract students to HFCC?	The redesigned classroom may help pre-service teachers who struggle with mathematics anxiety. Through greater interaction with their peers, pre-service teachers may experience greater academic support easing this anxiety.
Will it support HFCC community outreach/public relations activities?	The room could be used for the Mathematics Division Semester Kick-Offs which provide professional development for full-time and adjunct teachers. Also, it would be ideal for the Teacher Institute planned for summer and the Math 011 – Pre-Algebra Placement Review.
Will it support student retention activities at HFCC?	Students will be more engaged in the learning process and will have opportunities to connect with other students. These outcomes of a student-centered learning environment should support student success and retention in mathematics classes and at HFCC.
Will it become an integral part of the course, program or curriculum?	Yes. We hope to use this classroom as a model for future TEACH classrooms for the Mathematics Division.

Resources		
Where will the project hardware be installed?	Room H-217, or any comparable space of at least 900 square feet the College assigns.	
Who will do the job? • **List the personnel** • **List their duties**	Installation will be performed by HFCC employees and outside contractors.	
Who will use the hardware?	Students and instructors in this classroom will use the smart board, imaging capture system, and Huddleboards.	
Who will conduct any necessary project-hardware training?	Faculty will be trained via some combination of manufacturer/selling-representative demonstration, online usage videos, and in-house demonstrations at no additional expense to TIF.	
Who will handle any spring and summer semester duties related to hardware installation?	Installation will be performed by HFCC employees and outside contractors. At any given time during the Spring and Summer semesters at least one of the Project Directors will be available.	
Do you have commitment from your administration for personnel support? *(Be specific, include documentation.)*	N/A	
Is release time required to complete this project? **If yes, has it been approved at this time by your Associate Dean?**	**[ ] Yes [X] No** **[ ] Yes [ ] No**	*TIF does not fund release time. If you are requesting release time, it must be approved by the appropriate administrators prior to proposal submission.*

Evaluation *(How will you know if it worked?)*	
How will you demonstrate to the college that this was an effective use of funds? *(How will you evaluate the goals listed as Expected Outcomes?)*	There are several ways to demonstrate effectiveness. Student and Faculty surveys can be used. Also, comparison of student performance (success and completion rates) pre- and post-installation may be analyzed.
How will you determine the success or shortcomings of the project?	See above.
Budget **(You must also include an itemized budget statement.)**	
What do you need to complete this project? *(Be specific about equipment, software, and training.)*	See attached cost schedule.
What is the TOTAL COST? *(You must attach an itemized cost analysis with this proposal.)*	$61,068 (including $25,228 from TIF). See attached cost schedule.
How recent is your quote?	Obtained October 2010

Are changes to the college infrastructure necessary to support this project?	**[X] Yes [ ] No** *If "yes" provide an explanation from the Directors of Data & Voice and Buildings & Grounds, and from the Administrator in charge of the affected room(s).* Electrical and data upgrades are included in the renovation project occurring Fall 2010 and Winter 2011.
What other monetary commitments exist? *(Department/Division/ External) Please be specific; include documentation wherever possible.*	The Mathematics Division will contribute $23,640 toward this $61,068 project. Also, infrastructure cost has been absorbed in the HCEC Renovation Project. See attached cost schedule.
If other sources of funding are not available, why? • **Doesn't have the support?** • **Not viewed as feasible?** • **Not a priority?** • **Other?**	N/A

Strategic Plan

Include with your application a document that indicates the ways in which your project addresses the goals and objectives of the Henry Ford Community College Strategic Plan. Also, indicate how your project addresses your Division or Department plan. Be as specific as possible.

Henry Ford Community College Strategic Plan 2009 - 2010

Goal II, Objective A – Develop new and **revise existing programs** and curricula to meet the expectation of students, transfer institutions, and the workforce.

Goal VI, Objective D – **Integrate appropriate multimedia technology into classrooms** and laboratories in order to develop and distribute high quality instructional content.

Goal VI, Objective E – Continuously evaluate new and existing technologies and **make enhancements that increase effectiveness.**

The Mathematics Division plans to design alternative classroom environments intended to improve student learning. This proposal is a first step in a three-year project. In the Mathematics Division Operational Plan 2010-2011, the Division seeks to: Plan for the implementation of an alternative classroom design to encourage improved student learning. In subsequent years, the Division plans to build on the results of this initial project.

If your proposal is Non-Instructional (Library Services, Learning Lab, Counseling, Placement Services), please skip this section and complete the information in the Non-Instructional section.

Instructional Proposals

Complete this section if this is an Instructional Proposal, directly impacting student teaching and learning.

Expected Outcomes *(Project Objectives)*	
What is your current teaching method? How will this project fit into your current plan?	As noted above, current classroom design does not support successful collaborative learning. Existing tables are bolted together making rearrangement difficult. When rearranged for group work students cannot see the instructor or the lecture material displayed on a blackboard or screen. The proposed classroom design has been developed to provide projection of class work at three points of the room enabling students to interact with their peers, the instructor, and class materials. The smart board and two other projector/screen combinations allow students to see the material from all areas of the room. Proposed table placement allows the instructor to walk among the students to view their work, respond to questions, and guide their learning.
How will this improve student learning? *(List specific goals.)*	As a result of this project students will: o Have greater opportunities to collaborate on mathematics explorations and problem solving o Learn how to use classroom technology through the use of this technology for their learning: - Smart boards and imaging capture systems for presentation and preservation of class work - Huddleboards for in-the-moment creation of mathematical work, efficient presentation and preservation of class work o Access data that instructors choose to capture from lecture and post on a website, make available for download, etc.

Instructional Proposals (continued)

State how the project addresses the Seven Principles of Good Practice in Undergraduate Education. *(Address only the relevant criteria.)*	
Supports student-faculty contact	This project will facilitate instructor / student interaction in two ways. One, the instructor will be able to sit with the students in their groups. Two, the instructor will be able to walk around the room and easily reach any student for one-on-one discussion.
Supports cooperation among students	Collaborative learning environment and the opportunity to improve problem-solving team skills encourage cooperation among students.
Supports active learning	Use of smart boards, image capturing systems, and Huddleboards promote active learning through student participation.
Supports prompt feedback	Presentation of individual and group work allows for in-the-moment feedback.
Supports time on task	The proposed classroom design eliminates the need for physical room rearrangement and the associated waste of time. It will foster activity during group work.
Supports high expectations	The physical arrangement of the room and the technology will allow students and the instructors to reach learning levels not presently reached. "Best" practices among student work will be readily available for discussion and archiving.
Supports diverse talents and ways of learning	Group activities support diverse talents; the variety of methods to record, present and preserve class work supports students' need to access class work. Multiple points of projecting information and multiple ways of recording, projecting, and saving information will support students' needs to visualize mathematics. Chairs that pivot will allow movement during group work for kinesthetic learners.

SIGNATURES:

Deborah A. Zopf 12/13/2010
**Project Director Date

12/20/10
*Associate Dean/Department Head Date

1/10/11
*Vice President Date

1/5/10 *
**Director of Building & Grounds Date

1/4/2011
**Director of Data & Voice Date

* For notification purposes only
* * For project feasibility

* ELECTRICAL / DATA INFRASTRUCTURE IN RENOVATION PROJECT - BUDGET - EQUIPMENT ONLY

Non-Instructional Proposals

Complete this section if this is a Non-Instructional Proposal, related to college areas that serve and support student instructional progress. *(Non-Instructional areas include Library Services, the Learning Lab, Counseling, and Placement Services.)*

Expected Outcomes *(Project Objectives)*	
What will this project accomplish that you can't accomplish now?	
How does the project enrich or support the learning, teaching, or communication technology needs of students? *(List specific examples.)*	*As a result of this project, service to students will be improved through:*

SIGNATURES:

**Project Director	Date	*Associate Dean/Department Head	Date	*Vice President	Date
**Director of Building & Grounds	Date	**Director of Data & Voice	Date		

* For notification purposes only
* * For project feasibility

Henry Ford Community College

Technology Investment Fund
Project Funding Request

Executive Summary

DATE OF APPLICATION	PROJECT TYPE
January 21, 2011	[X] New [ ] Upgrade/Expansion
NAME OF PROJECT DIRECTOR OR PRESENTER	**DEPARTMENT/DIVISION**
Deborah Zopf, Janice Gilliland, Jennifer LaRose, Larry Smyrski	Mathematics
COST OF PROPOSED PROJECT	**NUMBER OF STUDENTS SERVED ANNUALLY**
TIF Funds: $ 25,228 Divisional Budget: 23,640 HCEC Renovation Project 12,200 Total: $ 61,068	More than 1,100 annually

SUMMARY

The Mathematics Division is requesting technical equipment and learner-centered furniture to transform H-217 into a "Teaching through Engagement, Active-learning, Collaboration and High-technology" (TEACH) classroom. The goals of this project are three: (1) to improve student learning by facilitating more effective collaborative learning; (2) to support the recording, preservation, and accessibility of class-generated mathematics; and (3) to model and facilitate the use of technology similar to that used in four-year methods courses and K-12 teaching. Informal feedback from program graduates indicates that students transferring to four-year teacher education programs find that they are lacking in exposure to technology. Further, education literature indicates that teacher-education programs continue to lag behind the technology used in K-12 classrooms. Our goal is to provide students with opportunities to learn mathematics better and to develop knowledge about and skill at using technology used in teacher education and K-12 classrooms.

Use of a smart board and huddle boards will facilitate active learning encouraging better retention of content. Use of a smart board and image capturing system will facilitate recording, preserving, and making available class materials.

It is our goal to create an environment that will encourage active learning and student engagement in mathematics with the outcome of better student retention and success.

(Attach additional sheets if needed.)

MATHEMATICS DIVISION
TEACH Classroom Cost Proposal

Qty	Equipment	Unit Cost	Extended Cost
1	Copycam Image capturing systemprint	$2,196	$2,196
1	ENO Interactive White Board	$2,329	$2,329
1	Markerboard (288 x 48) (from which the Copy Cam will capture data)	$2,333	$2,333
1	Markerboard (144 x 48)	$567	$567
1	Markerboard (144 x 48) Ultra black matter finish	$567	$567
5	Package Huddleboards 2-sided markerboard (532 x 42)	$372	$1,858
9	Wall mounted 96" rails for Huddleboards	$396	$3,561
3	LCD data Projector, XGA, 3500 lumens minimum	$1,219	$3,657
3	Replacement lamps for projectors	$400	$1,200
3	Projector security mounts	$99	$297
3	Ceiling Plates & extention columns for projector mount	$50	$150
3	Projection screens	$106	$318
3	Brackets for projection screen	$14	$42
1	Elmo visual presenter	$1,850	$1,850
1	Cables	$177	$177
1	Wall plate	$38	$38
1	Auto switcher	$400	$400
1	Ceiling mounted powered speakers	$300	$300
	Subtotal		$21,839
	Labor and Other		
1	Copycam installation	$353	$353
1	Special wall blocking for rail installation	$149	$149
1	Delivery & installation of other equipment (other than elmo, projectors, computer)	$2,287	$2,287
1	Installation of AV equipment (elmo, projectors)	$600	$600
	Subtotal		$3,389
	Infrastructure (estimate - part of renovation project)		
1	Electrical & Mechanical Update	$10,000	$10,000
1	Data drop	$200	$200
1	Card reader for door	$2,000	$2,000
	Subtotal		$12,200
	Furniture		
16	Coalesse Table-Runner Rectangular Tables	$434	$6,944
33	Cachet Chairs	$316	$10,430
1	Instructor workstation	$1,400	$1,400
1	Custom base & overhead storage cabinets	$4,867	$4,867
	Subtotal		$23,640
	TOTAL		$61,068

Funding Source

Technology Improvement Fund - equipment & labor	$25,228
Divisional Budget - furniture	$23,640
HCEC Renovation Project - Infrastructure	$12,200
TOTAL	**$61,068**

LINCOLN OFFICE SOLUTIONS

25355 Ecorse Road
P.O. Box 336
Taylor, MI 48180
(313) 295-3077
(313) 295-2877 Fax

Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project Number
7029	10/06/10		HENRYF	KAY FLORES	

QUOTE TO:
Fred Steiner
Henry Ford Community College
5101 Evergreen Road
Dearborn, MI 48128

P: 1.313.845.6420
F: 1.313.845.9658

SHIP TO:
Larry Smyrski
Henry Ford Community College
Room H-211
5101 Evergreen Road
Dearborn, MI 48128

P: 1.313.845.6388

Terms: NET 10 DAYS

Line	Quantity	Catalog No. / Description	Unit Price	Extended Amount
		BUDGET SUMMARY ONLY ******PRICE LIST 172***** QUOTATION FIRM FOR 30 DAYS. MERCHANDISE SPECIAL ORDER AND NONRETURNABLE/CANCELABLE. DELIVERY DURING NORMAL BUSINESS HOURS, FIRST FLOOR OR USE OF ELEVATOR. LEAD TIME 4-6 WEEKS. TERMS: NET 10 DAYS		
1	1	US2484 STEELCASE Worksurface-Straight, 23 1/2x84 EDGE :*EDGE:PLASTIC TOP-SURF:*TOP-SURF:LAMINATE FINISHES OPTIONS * * OPTIONS * * WKSF OPT *OPT:WORKSURFACE OPTION OMIT OMIT SCALLOPS	207.48	207.48
2	1	TSATH2720 STEELCASE Leg-H, 20"Wx27"H BASIC :7207 BLACK	76.86	76.86
3	1	TS2PBBF22U STEELCASE Pedestal-Box/Box/File, Under Worksurface, 22"D BASIC :*BASIC:PAINT 2 KEYS :SK PLUG OPTIONS * * OPTIONS * * PULLS *OPT:PULL OPTIONS HDL PULL HANDLE PULL PULL PULL	208.32	208.32

ACCEPTED BY_____ TITLE_____ DATE_____

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7029	10/06/10		HENRYF	KAY FLORES	

Line	Quantity	Catalog No. / Description	Unit Price	Extended Amount
		NICKEL *PULL:NICKEL 9211 NICKEL TSPED *OPT:TS PED OPTION PEN TRAY PENCIL TRAY BOX DIV BOX DRAWER DIVIDER (PKG of 2) FILE DIV FILE DRAWER DIVIDER (PKG of 2		
4	2	98768 STEELCASE Tray-Cable Storage, 2x24x2-1/2	15.54	31.08
5	1	.TSABEGROM LINCOLN FIELD INSTALLED GROMMET	25.00	25.00
6	1	US1836 STEELCASE Worksurface-Straight, 18 3/8x36 EDGE :*EDGE:PLASTIC TOP-SURF:*TOP-SURF:LAMINATE FINISHES	70.56	70.56
7	1	TS4L27TG4 STEELCASE Legs-T, 27h, Package/4 LEGS :*LEGS:METALLIC PAINT OPTIONS * * OPTIONS * * LEGS OPT *OPT:LEGS OPTION HGT ADJ HEIGHT ADJUSTABLE LEGS CAST OPT *OPT:OPTIONAL ON LEGS CASTERS CASTERS	269.56	269.56
8	16	423956C COALESSE Table-Runner, Rectangular, 20x60, 1 1/4 Thick, 281/2h, L Base, Fixed, Casters BASE :*BASE:POWDERCOAT COLORS BEZEL :*BEZEL:POWDERCOAT COLORS CORNER :STD. OPTION NOT REQUIRED EDGE :*EDGE:VINYL EDGE FINISH EDGETYPE:RNRV RUNNER VINYL EDGE LEG :*LEG:POWDERCOAT COLORS MOD PNL :NOXX NO / NONE TOP :*TOP:LAMINATE FINISHES OPTIONS * * OPTIONS * * GROMMETS *OPT:GROMMETS NONE STD:NONE	434.00	6,944.00
9	33	4871110 STEELCASE Chair-Cachet, Pneumatic Height, Arm, No Upholstered PLASTIC :*PLASTIC:PLASTIC OPTIONS * * OPTIONS * * CASTER *OPT:CASTERS SOFT CST SOFT CASTERS	316.05	10,429.65
10	1	ENO2810A STEELCASE	2,328.67	2,328.67

ACCEPTED BY_____ TITLE_____ DATE_____

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Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project Number
7029	10/06/10		HENRYF	KAY FLORES	

Line	Quantity	Catalog No. / Description	Unit Price	Extended Amount
		Eno-Whiteboard,Interactive,Pattern A, 48"Hx84"W		
11	1	CCPRO81 STEELCASE COPYCAM IMAGE CAPTURING SYSTEMPRINT, SAV OPTIONS * * OPTIONS * * PROBRIDG *OPT:CABLE MGMT BRIDGES FOR CCPRO81 0040072 CABLE MGMT FOR CC PRO LEFT	2,196.06	2,196.06
12	1	M5540124 STEELCASE Markerboard-555 Series, 144w X 48h, Size May Effect Site Delivery SURFACE :7655 E3 ENVIRONMENTAL CERAMICSTEEL OPTIONS * * OPTIONS * * SPLINE *OPT:SPLINE JOINT FOR 110/555 BDS XSPL SPLINE JOINT FOR PWB	566.61	566.61
13	1	M5540124 STEELCASE Markerboard-555 Series, 144w X 48h, Size May Effect Site Delivery SURFACE :7655 E3 ENVIRONMENTAL CERAMICSTEEL OPTIONS * * OPTIONS * * SPLINE *OPT:SPLINE JOINT FOR 110/555 BDS XSPL SPLINE JOINT FOR PWB	566.61	566.61
	Tag For:	***FINISH TO BE 6501C ULTRA MATT BLACK		
14	1	.M5540164 LINCOLN Markerboard-555 Series, 288w X 48h, Size May Effect Site Delivery SURFACE :6501C E3 ENVIRONMENTAL CERAMICSTEEL ULTA MATT BLACK OPTIONS * * OPTIONS * * SPLINE *OPT:SPLINE JOINT FOR 110/555 BDS XSPL SPLINE JOINTS FOR PWB	2,333.33	2,333.33
	Tag For:	***FINISH TO BE 6501C ULTRA MATT BLACK		
15	9	GCJWT96 STEELCASE Rail-Worktool, Wall Mounted, 96wfor Huddleboard RAIL OPT:8043 CLEAR ANODIZED ALUM	395.65	3,560.85

ACCEPTED BY_____ TITLE_____ DATE_____

LINCOLN OFFICE SOLUTIONS

25355 Ecorse Road
P.O. Box 336
Taylor, MI 48180
(313) 295-3077
(313) 295-2877 Fax

Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project Number
7029	10/06/10		HENRYF	KAY FLORES	

Line	Quantity	Catalog No. / Description	Unit Price	Extended Amount
16	5	K5M3242 STEELCASE Boards-Marker, Large, Package/532x42	371.61	1,858.05
17	1	AXESS MISC AXESS INTEGRATION AS FOLLOWS: *INSTALL (1) COPY CAM	352.94	352.94
18	1	SOI PALMER RECEIVE/DELIVER AND INSTALL FURNITURE AND VISUAL AID PRODUCT PER PLAN	2,286.67	2,286.67
19	1	BLOCKING LINCOLN SPECIAL WALL BLOCKING FOR RAIL INSTALLATION	149.33	149.33
20	1	CABINETS STACK CUSTOM BANK OF BASE CABINETS W/DRAWER UNIT AND OVERHEAD STORAGE CABINETS W/GLASS DOORS. DIMENSIONS PER SPECIFICATION. FINISHES: STANDARD LAMINATE TO BE DETERMINED	4,866.67	4,866.67
			Sub Total	39,328.30
		MICHIGAN NON TAXABLE CHURCH/SCHOOL/INST.		0.00
		MICHIGAN NON-TAXABLE		0.00
			Grand Total	39,328.30
		*******End of Quotation*******		

ACCEPTED BY_____ TITLE_____ DATE_____