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**FW: ECA Troy: Proposal to ESI - Space for Enterprise Network System**

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Fri, Jan 8, 2016 at 12:25 PM

To: Brian Fifelski &lt;brian\_fifelski@concentra.com&gt;

Cc: "Dr. Lorilyn K Coggins" &lt;lorilyn@emaninc.com&gt;

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Why are external parties needed to instruct our teachers who are degreed, teacher certificated professionals with industry and business experience as IT and Computer Science professionals?

**External parties are being made available only if they are needed. They are certainly not needed to instruct teachers, especially those who have hands-on work experience in enterprise networking. However, in most cases it will be useful to have a ready pool of active practitioners with setup and configuration skills, quite separate and distinct from teaching skills, and essential for the implementation of the devices, and perhaps also to build materials used in teaching only after reviewed for pedagogical value by the teacher. Just as medical doctors do not generally practice medicine outside their specializations, computer industry specialists tend toward functional areas, such as programming and networking. It will often be the case that a teacher is expert in Java but not Cisco. Of course, if external personnel are used in the classroom it will be under the supervision of the teacher just like any other guest speaker. The consultants claim no expertise in teaching whatsoever.**

What skill sets do they need to support Project REACH's development efforts?

**Windows Server 2008 R2, VMware, Cisco IOS (not to be confused with Apple/Mac iOS), and all of the other software and hardware items previously proposed.**

Can you use our resident talent and capabilities and give our teachers the opportunity to be actively engaged in the dynamic curriculum development process? Note: If teachers are INVESTED the likelihood of success for the project's product development is greater.

**The resident talent is the foundation of the project. Without engaged teachers the project fails. Curriculum development is "user driven" and "user tested" by teachers. The rationale behind making the project supplemental is to avoid putting undue pressure on teachers. The proposal intends not to obligate teachers, only to enable them. But if they want to teach something (and they can change their minds along the way) then the external consultants are there to help.**

**Teachers should ask themselves, "if I were given an enterprise-class computer system at my disposal, how could I improve not only my students' learning outcomes, but also my own career development?" Any computer teacher who collaborates with real-world practitioners should also be building her career, just as any business school teacher who collaborates with practicing business owners should also be advancing her career. Collaboration between internal and external professionals is an active growth area in pedagogical research and is eagerly funded by NSF, NIH, DARPA and other research grant offering institutions, so collaboration enriches the overall institution as well.**

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Would you consider providing for the professional development of regular teachers calling upon their skills as SMEs to INFUSE technology-related and network specific "language", concepts; terms; problem-solving exercises; applications of the scientific method; research techniques? The introduction of a new technology or equipment, text, methodology, etc., brings change, impacts the "culture" of the learning environment and with these come both challenges and opportunities. Are you open to optimizing what will be a "change" in the ECA's culture of technology learning through professional development for all our teachers in managing change? Infusion of Higher order thinking and thematic approaches centering on current and emerging technologies?

**No. That's not the purpose of the grant. As stated in the above response, we cannot teach anything to students or teachers. We are just there to support the teachers. We cannot manage organizational change. That's a management matter. The external consultants have one goal: help teachers teach very high tech corporate enterprise skills. The motivation for the volunteers is to identify people to hire when they graduate.**

However, if a different entity decided to provide professional development to teachers our volunteers would be willing to help provide perspective since they hold the very same jobs our graduates hope to obtain.

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Will the external consultants and volunteers be "vetted," i.e. required to have security clearances (fingerprinting ) and background checks? This is required of any persons who will come into contact with ECA students whether for one day or for the length of time proposed.

**No. The consultants will not encounter any students unless requested to do so and then the vetting would be the responsibility of the requester.**

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Clarify amount of award for Project REACH- is it \$179, 520 or \$141,000.00 as noted in Approved Budget for REACH Activities (See Attached) or the above? Or were some items already accounted for in the Year 1 Budget (See Attached Approved Budget)

**for Lorilyn**

Are there provisions for amendment to the existing lease agreement for additional space use and management?

**for Greg**

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To what extent are hardware enterprise servers being used when the enterprise servers have gone virtual for the most part?

**Loads vary. For educational purposes we will use roughly 0% of the system's capacity.**

Will there be provisions for hybrid systems using both the virtual modality and the its "precursor" –the hardware enterprise server?

**Yes. The whole point of having the hardware is to let the teacher and student play around with various configurations. The system is the sandbox. The teacher and students choose what to build in the sand.**

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Timeline considerations and course requirements – while allowances in the time allotment for classroom field testing of the activities (build, populating, data management, security, data archiving, take-down, etc.)

**This is purely up to the teacher. Based on prep work by consultants the project team will give fairly accurate estimates. Then the teacher chooses which lessons to use based on time and other issues.**

[Quoted text hidden]