Broadband USA

Broadband Non-Infrastructure Application
Submission to NTIA – Sustainable Broadband Adoption

Submitted Date: 3/15/2010 4:03:55 PM	Easygrants ID: 6548
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: MICHIGAN STATE UNIVERSITY
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Ms. Kurt DeMaagd

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A. General Application Information

1. Applicant Information
Name and Federal ID for Applicant

DUNS Number	193247145
CCR # (CAGE)	4B834
Legal Business Name	MICHIGAN STATE UNIVERSITY
Point of Contact (POC)	DANIEL EVON 5173555040 Ext. 234 evon@cga.msu.edu
Alternate POC	SUZANNE MORGAN 5173555040 Ext. 257 morgansi@cga.msu.edu
Electronic Business POC	DANIEL EVON 5173555040 Ext. 234 evon@cga.msu.edu
Alternate Electronic Business POC	SUZANNE MORGAN 5173555040 Ext. 257 morgansi@cga.msu.edu

2. Name and Contact Information of Person to be Contacted on Matters Involving this Application:

Prefix	Ms.
First Name	Kurt
Middle Name	
Last Name	DeMaagd

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Suffix	
Telephone Number	517-355-4714
Fax Number	
Email	kdemaagd@msu.edu
Title	Assistant Professor

3. Additional Contact Information of Person to be Contacted on Matters Involving this Application:

Project Role	Name	Phone	Email
Secondary Point of Contact	Mr. Bart , Moore	5174327206	moorebar@msu.edu

4. Other Required Identification Numbers

Easygrants ID	6548
Funding Opportunity Number	500001
Catalog of Federal Domestic Assistance Number	**BTOP CFDA Number:** 11.557 **BTOP CFDA Title:** Broadband Technology Opportunities Program

5. Organization Classification

Type of Organization	Non-profit Institution
Is the organization a small business?	No
Does the organization meet the definition of a socially and economically disadvantaged small business concern?	No

6. Authorized Organizational Representative

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AOR	MORGAN, SUZANNE
Result	Applicant Authorized

7. Project Title and Project Description

Project Title: Broadband Adoption through Education and E-Entrepreneurship in Michigan's Urban Cores

Project Description: The program expands broadband adoption through high school and adult education programs. We will engage students to create local content and applications and employ trainers to coordinate local adoption campaigns across Michigan's economically challenged urban centers. The commerce element provides IT skills training and e-entrepreneurship classes to expand broadband employment opportunities.

8. Other Applications

Is this application being submitted in coordination with any other application being submitted during this round of funding?

   ➤ Yes

Easygrants ID	Project Title
6547	Evidence Based Computer Centers II

If YES, please explain any synergies and/or dependencies between this project and any other applications.

This project is designed to complement our public computer center application. Much of the training material from this application will be made available at these expanded computer center locations. This can create important synergies such that the value of this application will expand beyond the selected communities. The PCC application covers a larger region. Hence, even regions that are not directly targeted in this proposal, the benefits will reach the entire state.

In addition, those computer centers will provide additional facilities to conduct our training classes. This will be particularly for the high school education programs. For students who do not have broadband at home yet, they will be able to use the expanded computing facilities after school to successfully complete their assignments.

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Finally, many of the partners in this application are shared with the PCC application. For example, the same organizations providing local content in this application will be providing student interns to perform the computer installations listed under the PCC application. This will create economies to more efficiently coordinate with our partner network.

9.   Is the Applicant exempt from the Department of Commerce requirements regarding individual background screening in connection with any award resulting from this Application?

➢   Yes, Applicant is exempt because it is an accredited college or university

If the answer to the above question is "No," please identify each key individual associated with the Applicant who would be required to complete Form CD-346, "Applicant for Funding Assistance," in connection with any award resulting from this Application:

Name	Title	Employer

B. Executive Summary, Project Purpose and Benefits

Essay Question

10.   **Executive Summary of the proposed project:**

Problem and Need

An appreciation of the importance of broadband connections is gaining momentum among disadvantaged urban populations. However, there is a need to expand exposure to broadband applications that can make a difference in individual lives and improve economic and social conditions in urban communities. Such experiences will incent residents and businesses in these communities to prioritize their own investments in broadband connections or invest their time to access public computing resources. The development and promotion of "golden applications" related to education and employment can make an impact in disadvantaged urban areas and encourage their residents to use them effectively in their own lives. Additionally, state

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and local governments are increasingly providing direct services through the Internet, causing those who are unconnected to miss on essential government services or to miss the efficiencies of accessing these services online.

Our statewide proposal is a partnership with Michigan's high schools, community colleges, youth education programs, economic development organizations, and state government agencies. The focus is on Michigan's Cities of Promise and other urban core communities, with an emphasis on low income minority populations, who are particularly challenged by structural changes in the economy. Data indicates that there is access to broadband in these regions and that individuals are willing to pay for communication services, but that a lack of knowledge regarding the benefits of broadband may be a barrier to adoption.

Approach

Our approach will provide a program that is both statewide in scope and yet local in implementation. As a statewide program, we leverage economies of scale with high-quality online education materials and other shared curriculum, that are useful anywhere, and which are transmitted at minimal cost to our partners and consumers. Our emphasis is on educational applications, including the delivery of community college and adult education courses online and the development of community-oriented projects by high school students. We will hire community organizers and trainers to coordinate the development of local broadband content, user training, and promotion. Student interns will also work with the paid training staff to increase effectiveness and achieve maximum impact for budgeted expenditures and to provide hands-on information technology training for the next of technology workers entering the workforce.

In our pilot studies we have found that youth can be especially effective in connecting with local groups and creating local online content. Through the efforts of our community organizers and our previously established relationships with media and community organizations, our public awareness campaign will reach tens of thousands of potential broadband adopters. We will supplement those efforts with paid media coverage. We will stimulate demand by steering adopters to online tutorials in local community computer centers that will help them experience the benefits of home broadband connections, and develop the skills and confidence to achieve those benefits for themselves.

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These programs will focus first on training high school students in creating online media and other content development. Then these students will work as interns with business and nonprofit organizations in their neighborhoods to enhance those organizations' online presence. This will result in greater local online content, enhanced job skills for high school youth, and increased use of the Internet for marketing and commerce by local businesses. This work will be developed in conjunction with Allied Media Projects, a Detroit based organization with over a decade of experience in providing youth education. Allied Media Projects will take the lead in our Detroit initiatives, which will include in-school programs, after-school programs, and teacher training programs.

A second set of training programs to be offered is e-entrepreneurship programs that will be coordinated with Michigan's Small Business and Technology Development Centers (SBTDC). The SBTDC already provides training programs, helps entrepreneurs start businesses, and helps existing small businesses expand. Part of this includes classes and consulting advice in the use of technology to start and grow a business. The SBTDC will also deliver courses that cover topics beyond that offered in traditional business courses, such as e-commerce applications and the use of social networking and social media in a business context. Part of this proposal will also help to enhance and expand on this existing curriculum.

We have also established partnerships with community colleges to provide two forms of adult education programs. One set of programs will provide basic technology training for displaced workers. The goal of these programs is to provide an introduction to the skills necessary to obtain work in an increasingly technology dependent workplace. The second form of adult education program is designed to create a bridge to a community college or university education. These programs are intended for individuals who require retraining, or would like to return to college for an advanced education, but have been out of school for so long that they first require remedial classes.

Although the funds requested for this program will enable a surge of training activity in these areas, the benefits will outlast the two years of this program. We will be developing curriculum that will be integrated into the standard activities of our community colleges and other training partners. After the end of our high school programs, the schools will be able to continue to use that curriculum and class design in future classes. Also, where technically feasible and pedagogically appropriate, we will be making our materials available online for future use.

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Target Areas

Our proposal targets Michigan's most economically challenged urban centers with the goal of helping build capacity for 21st century jobs. This includes the cities of Benton Harbor, Detroit, Flint, Hamtramck, Highland Park, Jackson, Kalamazoo, Lansing, Muskegon, Pontiac, and Saginaw, and their surrounding geographic areas.

Our primary targets are the cities above, but the benefits will extend beyond the city limits. The counties around these cities are home to approximately three million people as of the 2000 census. Of this total population, we expect to include over 4,000 people in our high school and adult training programs.

Qualifications

Michigan State University is well positioned to administer this program based on our prior experience with related projects, and a demonstrated institutional capacity for grant administration. We are a Round 1 Computer Center award recipient, providing us with experience managing this type of award. Furthermore, last year, MSU managed $405 million in externally funded projects. The department of telecommunication has been working for several years in related fields, providing experience in how to stimulate adoption in the most efficient and cost effective way. We have undertaken USDA and Kellogg Foundation funded projects to facilitate and study broadband use and adoption.

Additionally, we have established partnerships that provide additional capacity, expertise, and local knowledge. Our partners in the Detroit region—led by Allied Media Projects—have over 12 years experience providing youth training. We are also partnering with the Information Technology Empowerment Center, Jackson Community College, and Lansing Community College to help with our adult education programs.

In addition, we have established partnerships with Michigan's libraries through our first round computer center grant and second round computer center proposals. This will provide us with additional computer center access for the delivery of our training programs. Furthermore, even though we are focusing on certain urban regions, we will be making many of our materials available online, so that others around the state can access the training materials through these public computer centers.

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Jobs Created

Based on the formula from the Council of Economic Advisors, the proposed program will create 72 new jobs. This is broken into 20 direct jobs, 26 indirect jobs created and 26 jobs induced.

Cost

The total cost of this program is $6,637,804, which is broken down into $5,216,094 in requested funds and $1,421,710 in matching funds.

11. **Project purpose:**

We plan a statewide effort that builds on the current research and knowledge of broadband development and our own extensive experience with rural broadband interventions. Our approach involves stimulating broadband adoption by educating the public to experience and observe the benefits of broadband for themselves. The broader significance of our proposal is to contribute to knowledge about the potential–and limitations—of broadband deployment.

Problem: Michigan has a unique economic challenge above and beyond the general recession. We are facing a structural shift in the economy away from the manufacturing sector. As a result, our economy will not naturally rebound with the rest of the economy as economic growth continues. To help address this problem, we need to retrain our workforce, and help restructure the economy for 21st century jobs.

This workforce training requires two components. First we need to provide retraining services for current workers. Although Michigan's unemployment rate is one of the highest in the country, many Michigan employers cannot find workers with the skills to fill their open positions. Workers struggle to find jobs even as employers cannot fill their positions. Second, beyond addressing the immediate training needs, we must also be mindful of the longer term trends and prepare the next generation of technology workers. As a result, we need to ensure that our schools are preparing our youth for the next generation technology careers.

In order to drive broadband adoption, we have chosen to focus on Michigan's urban centers, with a particular emphasis on the Cities of Promise, a group of formerly vibrant urban centers chosen by the governor as key economic development regions. These are areas in which broadband

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technology is available and people have proven a willingness to pay for communications technologies such as cable TV and cell phone service. However, broadband adoption remains low, limiting the economic benefits for the residents of these cities. They thus represent an important focal group for sustainable broadband adoption efforts, since lack of adoption was not simply a matter of lack of access to infrastructure.

Solution: To enhance broadband adoption and to better prepare Michigan's workers for the kinds of jobs needed by employers in the state, we propose a solution with two major elements: a high school education program and an e-entrepreneurship program. The high school education program will have two components. First, it will provide an online high school class that teaches students how to effectively create new media content for Internet distribution. This online class will satisfy the state's requirement that all high school students have an online educational experience. Second, the class will require the students to go out into their community, work with a local business or non-profit organization, and apply their knowledge from the classroom to enhance the organization's online presence.

For the workforce development, we are partnering with the Michigan Small Business and Technology Development Center. We will coordinate with them to develop new training classes, make more classes available online, and also to provide subsidized classes through their established network of trainers. These courses will include materials on using technology in the workplace, using technology to startup a business, and general entrepreneurship classes to improve the growth of small businesses in Michigan.

To accomplish these goals, we are working with several other groups. First, we are working with Allied Media Projects. This organization has over 12 years of experience working with student groups in the greater Detroit region to provide training courses in new media development. Second, we are working with Jackson Community College to help provide workforce training materials that will be directly implemented in their region, with additional materials made available statewide and nationally. Finally, we will be working with ITEC and Lansing Community College, a Lansing based technology and economic development organization that will help develop training materials to help adults bridge the gap between their current education level and that necessary to enter and succeed in college.

Replicability: Our interventions specifically focus on those areas that have been shown to be the primary drivers of broadband adoption and use. These include healthcare access, local content,

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business adoption, and consumer education. In addition, we address Michigan's need for job retraining and a focus on IT skills as the economy shifts from a manufacturing to an information-based economy. Our programs directed at teaching new media skills and connecting youth with local businesses have been pilot tested now for over two years with significant success in several Michigan communities.

Statutory purposes: This program satisfies the third and fifth statutory purposes directly, and is a component of a set of proposal submissions that satisfies all five purposes. The primary purpose of the proposal is to stimulate demand for adoption, which aligns with the fifth statutory goal. To stimulate adoption, our program addresses the known drivers of adoption based on prior research. To satisfy the third purpose, the program provides high school education classes and continuing education materials. Most of these training materials are available through libraries, community anchor institutions, and general Internet access.

Unserved/Underserved: Our target of economically challenged urban centers represents a key underserved population. These are regions that have access, but have not chosen to adopt. Our goal is to provide training classes, in alignment with the latest research on broadband adoption, to incentivize them to adopt this infrastructure and drive the demand for future infrastructure development.

12.   **Recovery Act and Other Governmental Collaboration:**

Collaboration with federal government programs:
- We are coordinating with the RUS to provide Library rural development grants/loans to improve the overall facilities for the computer centers.
- Our high school program curriculum was developed under generous funding from the USDA.

Collaboration with state government programs:
- We are a member of the State of Michigan Planning Consortium for Broadband.
- This proposal is the official statewide adoption proposal for the State of Michigan and has been an outcome of a process involving representatives for all major state agencies. This creates efficiencies in identifying partners and other key institutions.
- Our approach is designed to satisfy new state requirement that all high school students must have an online experience, creating added value from our educational materials.

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- Collaboration with the Michigan Economic Development Corporation and the Small Business and Technology Development Center for local economic development helps identify needs and key partners for economic development.

Collaboration with local government programs:
- Community Colleges are key partners for developing local training materials and other content.
- Collaboration with high schools is a core component in our proposal.
- Linkages with various county programs to expand training and business support services at libraries, helping us leverage existing resources such as facilities and access to local trainers.

13. Technology Strategy:

The high school education component is run as a computer class for juniors and seniors in high school. Students will have regular lessons in the online class covering such topics as basic web page design, citizen journalism, online safety, and online business development. The students pick a local business, volunteer organization, or other topic for generating local content. The final goal for the students is to create a web page to deliver this content. The class will be run as a MSU online course that will provide the students with a college course credit and satisfy their state high school curriculum requirement of taking an online course.

The economic development classes will be delivered in a partnership with the Small Business and Technology Development Center (SBTDC). We will work with the SBTDC to add additional materials to the Center's curriculum, convert some of the existing curriculum to online courses, and to deliver all of these classes for a reduced charge.

The activities below are those led by our partners. Although these groups are operating in their specific regions and tailoring content to local needs, whenever technically feasible and pedagogically appropriate, the materials will also be made available for use statewide.

Our work in the Detroit area will be led by a consortium headed by Allied Media Projects. This is a partnership among the area's youth, teachers, small businesses and digital media practitioners. The primary emphasis will be on digital literacy skills and an enhanced online presence for local organizations. The Detroit group will also offer professional development training to Detroit teachers on how to integrate digital media into core subjects. This new stream of relevant online content and services is designed to draw Detroit residents to public computer centers and available residential broadband services.

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The Lansing group, headed by the Information Technology Empowerment Center, in close collaboration with Lansing Community College, will serve as an IT community education center that provides technology training. They will build upon their success at using popular media as point of entry to deeper technology education: adult learners will use innovative tools that promote confidence and get them excited about their ability to use technology for learning new things and to pursue further education.

Jackson Community College will be leading the effort in the Jackson area. They will collaborate with community partners, including the area schools, Columbia Adult Education and Michigan Works to promote training for the adult population of learners in the county who are low-income, unemployed or underemployed, lack a postsecondary credential and in need of basic technology skills. This training will implement a "tech-literacy" initiative. In particular, the Jackson contribution to the overall curriculum will include introductory and intermediate computing and web courses.

14.   Innovative Approach:

Statewide

This is a statewide proposal. Just as there are often economies of scale in creating broadband infrastructure, there are also economies of scale for our adoption initiatives. Through our pilot programs, we have learned which adoption mechanisms will be most likely to scale to this level while still maintaining opportunities for local customization. Many of our training modules involve online courses or other course materials that can be used by others at a very low incremental cost. This makes it more efficient to cover a larger footprint. The commercial modules are also easily shared with others including resources that can be shared through libraries and other community centers across the state. Also, as noted below, we are working with a series of local partners, these partners will share any material of statewide scope with the whole project.

Multi-faceted

There is no "silver bullet" for driving broadband adoption. Hence, this proposal treats broadband access as a platform for delivering a bundle of features. Although consumers may have heterogeneous valuations for various features, the fact that the same infrastructure investment

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can contribute to meeting many different needs is a compelling rationale for adoption. This is the primary rationale for decision to include components for education and economic development. Consistent with prior research on broadband adoption, combining both youth adoption and business adoption will drive greater broadband use and create a higher probability of success than focusing on just one intervention. We are also submitting a parallel computer center grant and working closely with broadband providers to ensure that the combination of all these activities has the maximum probability of success.

Localization

Although we have a statewide proposal, we are customizing content to local needs through a variety of partners. This will help to create local content to increase the demand for broadband and it will ensure that the interventions are tailored to local needs. For example, we will work with local high school students, businesses, and other institutions to create web sites with local information, providing job skills to students and an improved we presence for the students.

Because a large portion of this challenge is in adult education, and the education background and skill types of highly localized, we are working with local community colleges and other educational organizations to ensure that the curriculum matches the underlying challenges.

15. Is the applicant is seeking a waiver of the Buy American provision pursuant to section x.Q of the NOFA?

> No

16. Is the applicant deliquent on any federal debt?

> No

If Yes, justification for deliquency:
> .

17. Are you seeking a waiver of any requirement set forth in the NOFA that is not mandated by statute or applicable law?

> No

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C. Partners

18.   Are you partnering with any other key institutions, organizations, or other entities for this project?
   ➢   Yes

If YES, key partners are listed below:

Project Role: Sub-recipient
Name: Riley, Kirk
Email: kirk@iteclansing.org
Address 1: 1030 South Holmes Street
Address 2:
Address 3:
City: Lansing
State: Michigan
Zip Code: 48909
Organization: Executive Director
Organization Type: Non-profit Institution
Small business: No
Socially and economically disadvantaged small business concern: No

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Project Role: Sub-recipient
Name: Shanblatt, Stephanie
Email: shanbls@lcc.edu
Address 1: P.O. Box 40010
Address 2:
Address 3:
City: Lansing
State: Michigan
Zip Code: 48901
Organization: Lansing Community College
Organization Type: Non-profit Institution
Small business: No
Socially and economically disadvantaged small business concern: No

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Project Role: Sub-recipient
Name: Woods, Rebekah
Email: WoodsRebekahS@jccmi.edu
Address 1: 2111 Emmons Road, GP211B
Address 2:
Address 3:

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City: Jackson
State: Michigan
Zip Code: 49201
Organization: Jackson Community College
Organization Type: Non-profit Institution
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Sub-recipient
Name: Lee, Jeanette
Email: jenny@alliedmediaconference.org
Address 1: 3420 Cass Ave.
Address 2:
Address 3:
City: Detroit
State: Michigan
Zip Code: 48201
Organization: Allied Media Projects (Michigan Rountable as fudiciary agent)
Organization Type: Non-profit Institution
Small business: No
Socially and economically disadvantaged small business concern: No

19.   Description of the involvement of the partners listed above in the project.

The activities below are those led by our partners. Although these groups are operating in their specific regions and tailoring content to local needs, whenever technically feasible and pedagogically appropriate, the materials will also be made available for use in the other regions. In particular, the Detroit group will develop and share materials on youth education, the Lansing group will focus on building bridges to people returning to school for a college education, and the Jackson group will focus on more traditional worker retraining and redevelopment programs.

Detroit Activities

Our work in the Detroit area will be led by a consortium headed by Allied Media Projects. The adoption strategy for Detroit, Hamtramck, and Highland Park is a collaboration among the area's youth, teachers, small businesses and digital media practitioners. It is similar in scope to the general strategy described above, but capitalizes on local knowledge resources, connections with youth organizations, and connections to Detroit's growing small business and nonprofit sector.

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The primary emphasis will be on digital literacy skills and an enhanced online presence for local organizations. The Detroit will also offer professional development training to Detroit teachers on how to integrate digital media into core subjects. This new stream of relevant online content and services is designed to draw Detroit residents to public computer centers and available residential broadband services.

The adoption strategy will focus on small businesses partnerships with area youth to stimulate demand for digital services and build on strong local base of digital media expertise to meet that need.

In addition to local implementation work, this project will contribute to the statewide expertise in:
- Providing additional digital media curriculum for use in high school classrooms.
- Create teacher training and certification materials in the use of digital media in the classroom.
- Develop promotional materials and build awareness and through introductory training at neighborhood technology fairs.

Lansing Activities

The Lansing group, headed by the Information Technology Empowerment Center, in close collaboration with Lansing Community College, will serve as an IT community education center that provides structured classes and technology training. We will build upon our success at using popular gaming and media as point of entry to deeper technology education: adult learners will use innovative tools that promote confidence and get them excited about their ability to use technology for learning new things and to pursue further education.

The ITEC contribution to the overall project is a three-tiered system of instruction to promote broadband adoption on all levels while serving as a bridge to college entry.
- Basic: connect to basic skills that provide value and relevance to adult learners' lives
- Intermediate: participate in IT enrichment to gain skills and understanding
- Transition into knowledge economy: prepare for workforce entry/ community college

Training will focus on activities that have direct relevance to adult learners' interests and needs, while also demonstrating the many ways that computers can enhance their job prospects and

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daily lives. Entry-level computer skills classes will include a series of classes and seminars in areas such as accessing health information online, using government Web sites, paying bills, and entrepreneurship training. Basic "how to" courses will offer more recreational/social uses of computers, such as gaming, social media, and genealogy research.

Lansing Community College will provide instructors to teach noncredit classes that are prerequisites to community college courses. Adult learners will connect to additional resources and support through student mentors from Michigan State University and local professionals from information technology companies who serve as instructors and guest speakers.

Jackson Activities

Jackson Community College will lead the effort in the Jackson area. They will collaborate with community partners, including the area K-12 schools, Columbia Adult Education and South Central Michigan Works in order to promote training and service the adult population of learners in the county who are low-income, unemployed or underemployed, lack a postsecondary credential and in need of basic technology skills. This training will increase their "21st century skills," provide them with greater access to information about education, health care and job opportunities, and better prepare them to participate and compete in today's IT-based economy. These courses will be taught in various locations utilizing portable labs, including the Jackson campus of Jackson Community College, at our local K-12 partners, South Central Michigan Works Jackson Service Center, area churches and Martin Luther King Community Center.

In order to accomplish these outcomes, they will develop and implement a "tech-literacy" initiative within our Foundation Studies Department. In particular, the Jackson contribution to the overall curriculum will be a curriculum consisting of three accelerated courses
- Introduction to Computers
- Introduction to the Web
- Intermediate Computing.

Each course will be broken into modules to allow individuals to complete only those portions which are relevant to their particular background, skill level, and predicted needs for future employment.

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D. Congressional Districts
20.   **Applicant Headquarters**

❯   Michigan

21. Project Service States
Michigan

22. Project Service Areas
Michigan - 2

Michigan - 5

Michigan - 4

Michigan - 6

Michigan - 7

Michigan - 8

Michigan - 9

Michigan - 13

Michigan - 14

23. Will any portion of your proposed project serve federally recognized tribal entities?

❯   No

24. Indicate each federally recognized tribal entity your proposed project will serve.

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25. Have you consulted with each of the federally recognized tribal entities identified above?

No

E. Community Anchor Summary

26. Community Anchor Institution	
Schools (k-12)	14
Libraries	0
Medical and Healthcare Providers	0
Public Safety Entities	0
Community Colleges	2
Public Housing	0
Other Institutions of Higher Education	1
Other Community Support Organization	1
Other Government Facilities	0
TOTAL COMMUNITY ANCHOR INSTITUTIONS	18
27. Minority Serving Institutions	
Historically Black colleges and Universities	0
Tribal Colleges and Universities	0
Alaska Native Serving Institutions	0
Hispanic Serving Institutions	0
Native Hawaiian Serving	0

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Institutions	
TOTAL MINORITY SERVING INSTITUTIONS	0

F. Demographics

28.   Will your proposed project be specifically directed to serve vulnerable population groups?

> Yes

If "Yes" which vulnerable population groups will your proposed project serve? Check as many as apply:
Hispanic

Black/African-American

Asian

Disabled

Low Income

Unemployed

Youth

Other:

29.   Vulnerable Populations

Our proposal focuses on Michigan's urban centers. These locations are characterized by several vulnerable population groups. First, because of structural shifts in the economy, the individuals in these areas face chronic unemployment and underemployment. As a result, the median household income in most of these cities is in the mid and upper $20,000 range. Furthermore, the limited education constrains the economic opportunities of the citizens of these cities. Each city in our target group has approximately 30% of the population without a high school diploma and the percentage of people with a college degree in the low and mid-teens.

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In addition to the economically challenged individuals, these regions are characterized by large minority populations. This is especially true of the cities in southeast Michigan, in which the cities approach and exceed 50% minority populations. A vast majority of the minority population are African-Americans, though these also include Hispanic and Asian population. The Asian population also includes a vibrant community of Hmong refugees.

Although we do not specifically target training programs for people with disabilities, we also expect that they will participate in our programs.

Finally, because prior research shows that youth a important drivers of technology adoption, they are a central focus of our adoption plans. We will be particularly focusing on high school individuals. This will include a combination of both in-school and after-school programs.

30.   Accessibility

We will be making many elements of our curriculum available online through public computing centers. Although the accessibility of these centers is primarily a topic for our complementary public computer center proposal, we will briefly outline those here.

The facilities are designed to be accessible by those with physical disabilities. The libraries and housing centers are already compliant with all applicable federal regulations.

The technology inside the library is also intended to be accessible. The workstations will be free of obstructions and accessible to individuals with disability. We will include at least one workstation with JAWS, a screen reader software that also provides simplified user input. In addition, it will include the ability to customize the screen and magnify sections for individuals with low-vision.

31.   Other Languages

  ➢ Our programs will be developed in English.

G. Project Budget

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32. Project Budget	
Federal Grant Request	$5,216,094
Total Match Amount	$1,421,710
Total Budget	$6,637,804
Match Percent	21.4%

33. Projects Outside Recommended Funding Range:

➢

34. Sustainability:

Our program is designed specifically with sustainability as a goal. Rather than rely on hardware handouts, loans, and discounts, we have focused on awareness, training, and institutional capacity building. This will enable participants and new subscribers to make fuller use of advanced communications and to continuously improve their skills, therefore resulting in a more sustainable program.

Awareness.

Our awareness campaign includes targeting businesses and working through schools. By including institutions in the awareness campaign, it will increase the longevity of the knowledge. For example, by encouraging adoption at a business, as the business grows or experiences employee churn, it will continue to transmit knowledge of broadband to its employees. As a result, the awareness will continue even after the end of the particular marketing campaign.

Training.

The training components will build the skills of individuals in the community to maintain the broadband networks and create community based content. These skills will extend beyond the two years of the program as the high school students, businesses, and other individuals can continue to use materials from our curriculum even after the end of our program. For example, schools will be able to continue the computer classes and the Community Colleges will continue to deploy courses based on the curriculum that we develop. As a result, the broadband adoption effects will continue after the end of our interventions.

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Institutional Capacity Building.

We are working with existing organizations to build their capacity to use broadband infrastructure. For example, our school and community education partners can include the support of our materials in their normal business operations. The Community Colleges will continue to deliver and support the education/training materials. We will provide high schools with materials for computer classes. Therefore, even after the end of the period, the activities will be sustained.

35. Matching Funds	
Applicant is providing matching funds of at least 20% towards the total eligible project costs?	Yes
Describe the matching contributions	Matching Contributions In-Kind Salary & Fringe Michigan State University will match half of requested funds for salary and fringe cost of all participating faculty. The following is true for each project year: Dr Kurt DeMaagd will serve as Principal Investigator. He will direct all work flow and head the management team. He will also be the primary instructor and faculty leader for the student teams. He will cost-share 0.9 mos of AY salary and fringe cost. Dr Pamela Whitten will be responsible for coordination with other community partners. She will cost share .36 mos of AN salary & fringe. Dr Charles Steinfield is the second member of the management team, responsible for working with SBTDC and other e-entrepreneurship

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initiatives. He will cost-share 0.6 mos of AN salary & fringe.

The remaining MSU faculty will cost-share 0.45 mos of AY salary & fringe:

Dr Cliff Lampe is the third member of the management team and will be responsible for overseeing the subcontractors who are providing youth education program

Dr Robert LaRose and Dr Steve Wildman will be coordinating the program evaluation.

Dr Johannes Bauer will team with Dr Whitten on coordination with other community partners.

Kirk Riley will coordinate the efforts of ITEC, a subcontractor. He will cost-share 4 months of AN salary and fringe.

(Total MSU in-kind cost-share: $200,902)

--ITEC, a subcontractor, will cost-share $155,000 in-kind toward two full-time instructional staff over two years. (total: $155K)

--Jackson Community College, a subcontractor, will provide the following in-kind cost-share per year:

260 hours of IT support time;
2.4 mths of a grant project manager;
1.8 mths of administrative oversight time;
1.2 mths of budget office administration;
1.2 mths of academic administrative oversight;
6 months of a Community IT Literacy Outreach Coordinator
All JCC salary costs are subject to 49% fringe costs.
(Total salary & fringe: $191,500)

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--Michigan Roundtable, a subcontractor, will provide the following in-kind cost-share per year:

1.2 months per year, plus 25% fringe cost, for a program coordinator.
1600 hours, at $20/hr, for Tech Fair volunteers.
(Total salary & fringe: $79,000)

Contributions of in-kind and cash match are usually paired with federal funding requests. For example, a funding request for staff time is paired with an in-kind contribute of additional staff time. In this way, the benefits of the project are linked with the provision of matching. Matching providers do not, however, get any special additional benefits or access beyond this link between funding requests and matching.

Total in-kind match: $626,402
Percent of total budget: 9.44%

"Cash" Match

Michigan State University will cost share:

Travel

$4,092 for travel costs for 36 trips to project sites.

Supplies

$8000 for technology hardware

Other
$200,000 of user fees (classified as program income) from courses for small business and technology entrepreneurship classes will be cost-shared to the project.

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	redundant costs as a result of this. Instead, the prior USDA work will complement this work by serving as the foundation for improved training materials.
Disclosure of federal and/or state funding sources	Funds of $895K are awarded from a prior DOC-NTIA BTOP proposal entitled "Evidence-based Computer Centers"; see section on Unjust Enrichment for an explanation

36. Budget Narrative	
Budget narrative	Salaries Kurt DeMaagd: funds for 0.9 AY months and matches 0.9 AY months for both years and serves as Principal Investigator. Pamela Whitten reqsts 0.36 AN months and matches 0.36 AN months for both years and will coordinate with other community partners. Charles Steinfield reqsts 0.6 AN months and matches 0.6 AN months for both years and will work with SBTDC and other e-entrepreneurship initiatives. Cliff Lampe reqsts funds for 0.45 AY months and matches 0.45 AY months for both years and will oversee the subcontractors who are providing youth education program. Robert LaRose reqsts funds for 0.45 AY months and matches 0.45 AY months and will coordinate program evaluation. Steve Wildman reqsts funds for 0.45 AY months and matches 0.45 AY months for both years and wiil team with LaRose coordinating program evaluation. Johannes Bauer reqsts funds for 0.45 AY months and matches 0.45 AY months for both years and teams with Whitten and coordinates with partners. Kirk Riley will coordinate the efforts of ITEC. He matches 4 months

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	Indirect Cost Indirect Cost (foregone) of $107,378 will be cost-shared. (Total MSU "cash" match: $319,470). --Michigan Roundtable (subcontractor) will cost share: Subcontract Costs Professional development for teachers and digital media entrepreneurs (1 x one-year contract) - $53829 In-school digital media education - $164,289 After school collaborations between youth and local businesses (2 x one-year contracts) – $226,800 Clearinghouse for digital media services (2-year contract) - $30,920 (Total MR "cash" Cost-share - $475,838) Total "cash" match: $795,308 Percent of total budget: 11.98%
Unjust enrichment	We have not applied for any federal support for costs in the same area as this request. We are the winner of a public computer center grant under the first round of the BTOP program. However, locations that were awarded in that round were not eligible to participate in our second round application. In addition, although we are partnering with other comprehensive community infrastructure and last mile applicants, our grants are non-overlapping. We have focused solely on the computers, leaving any expanded broadband capacity for the domain of the infrastructure applicants. Part of this program is based on a pilot study funded by the USDA. We will be sharing the curriculum developed during that study with our proposed program here, but there will be no fees or other

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of AN salary & fringe for both years.

Funds are requested for 4 12-month Trainer/Project Managers for both years to be deployed in the field.

Funds are requested for 6 person-mths of a .5 FTE grad assistant for both years for data entry/ data analysis.
$780,695

Fringes
All full-time MSU faculty and staff are on a specific-ID fringe system. Fringes for grad assistants are based upon a flat per-semester cost.
$280,084

Travel
Funds are contributed for mileage for 12 trips: Detroit @ $100/trip; Benton Harbor, MI @ $130/trip; Muskegon @ $111/trip
$4,092

Supplies
$20,000 requested and $8,000 contributed for computer hardware for participating schools.
$28,000

Contractual
Jackson Community College provides community members with upgraded/ expanded access to broadband internet & awareness activities, access, training, and education, in order to stimulate broadband usage & adoption, making them more competitive. $395,044 is requested and $191,500 is matched. ITEC, in partnership with Lansing Community College, will serve as an IT community education center that provides structured classes and technology training. $584,263 is requested and $155,000 is matched. Michigan Roundtable will act as fiscal agent for a group that will insure professional development for teachers and entrepreneurs, and develop

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	a clearinghouse for digital media services. $1,896,828 is requested and $554,838 is matched. $3,777,473 Other Grad Assistant Fees & Tuition are flat, per semester costs that are assessed on graduate students, per MSU policy. Funds requested for course programs for small business and technology entrepreneurship classes. Funds will be cost-shared for more classes. $100,000 requested for marketing costs (radio and TV segments). $45,000 requested for Survey mailing costs and incentives. Indirect Cost MSU assesses 26% IDC on Modified Total Direct Cost
Budget reasonableness	Reasonable The costs for this program are derived from previous experience in our pilot project, other curriculum development activities, and posted prices for hardware via standard university purchasing mechanisms. - Community and trainers, instructors, and organizers are based on prevailing wages in Michigan. - Computer hardware and software is based on the university/educational discount pricing though the MSU computer store. - Travel expenses are based on those university travel reimbursement policies and federal per diem rates. - Survey and awareness costs are based on previous experience conducting surveys. - The costs for the SBTDC training classes is based on their standard posted rates and our subsidies are designed to make the classes affordable, but we will require individuals to pay to ensure dedication

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	to the program. Eligible All expenses in the budget are for the development, deployment, and continuous improvement of the education, training, and awareness campaigns, which are statutory goals of BTOP. - Our salary expenses are for the development and delivery of education, training, support, and awareness programs. - Computer hardware will supplement the video and media technology capacity of areas schools materials. - The travel expenses are necessary for project coordination meetings with partners and local trainers. - The survey costs are for the evaluation and improvement of the intervention - The marketing costs are for the awareness campaign Sufficient Based on prior experience of Michigan State University and its partner in which we have operated similar efficient and effective pilot programs, the personnel are sufficient for the creation and delivery of the course content. To enhance the efficiency of the projects, we will be leveraging some of the course materials and efficiency lessons developed during pilot programs and will be sharing materials between subcontracts as appropriate.
Demonstration of need	Michigan State University receives annual funding from tuition & fees, endowments, and State appropriations (the latter of which have been slashed, a result of the State's depressed economy). These revenues are dedicated almost entirely to University operations. This includes salaries of academic and administrative staff, as well as non-salary funds dedicated to University infrastructure, maintenance,

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supplies and services. Unlike a private company, MSU does not invest in ventures such as that proposed here in order to realize a profit. Rather, MSU leverages external funding for research and outreach. It serves as a liaison and conduit to deploy funds locally and to help those throughout the State.

The work scope described in this proposal will require a budget in excess of $6 million. The services alone will cost over $1 million. Though Michigan State University is the official grantee, projects such as this are managed at a departmental level. The MSU Department of Telecommunications, Information Studies and Media, which supports most of the faculty dedicated to this project, has only enough supplies and services budget to sustain regular operations –less than $100,000 for the current fiscal year. Regarding personnel time, TISM faculty are charged with teaching 40% time, research 40% time and administrative and other duties 20% time. These faculty are all very research active, and all have ongoing grants that they manage. There is a limit to what they can cost-share to any one particular project.

MSU and its subcontractors will contribute cash and in-kind effort to this project valued at nearly $600,000. But resources simply are not available to fund an entire effort of this magnitude. Thus, the faculty and administrators participating in this effort propose to leverage this requested investment of Federal dollars and, thru their experience, knowledge, and management & design expertise, they will deliver on the promise of this proposal.

37. Funds to States/Territories

States	Amount of Federal Grant Request
Michigan	5,216,094

Funds to States/Territories Total: $5,216,094

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H. Historical Financials

38. Matching Funds	2007	2008	2009
Revenue	1,116,000,000	1,198,000,000	1,263,000,000
Expenditures	1,556,000,000	1,694,000,000	1,775,000,000
Net Assets	2,518,000,000	2,582,000,000	2,282,000,000
Change in Net Assets from Prior Year	251,000,000	64,000,000	-300,000,000
Bond Rating (if applicable)			

I. Program Benefits

39. Jobs	
How many direct jobs-years will be created from this project?	20
How many indirect jobs will be created from this project?	26
How many jobs will be induced from this project?	26

40. Methodology used to estimate jobs:

The direct jobs are computed as the number of FTE's officially hired by Michigan State University and its subcontractors. The remaining computations are computed according to the method suggested by the Council of Economic Advisors.

41. Adoption Metrics	
How many total new home subscribers (household accounts) to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded?	1396
How many total new business and/or institutional subscribers to broadband do you expect to generate through use of BTOP funds over the entire life of the program	459

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funded?	
How many total users of broadband in public computer centers or users of broadband outside the home (e.g., in a community college) do you expect to generate through use of BTOP funds over the entire life of the program funded?	1857
What is the total cost of your project per new subscriber (household, individual, or institutional) or new end-user?	$1,405.00

42.   **Measuring Adoption Impact:**

To estimate the total number of broadband subscribers, we begin with the data that shows our target regions already have a 35.8% broadband penetration rate. Then we assume that one half of those who participate and that do not have broadband in the home in our various programs will adopt broadband at home. This is broken down as follows:

Home broadband use:
In-class programs: 1950
After-class programs: 900
Adult education programs: 1500
Total home education program: 4350
Estimated number without broadband: (1-.358) * 4350 = 2793
Number of home adopters: 1396

Business use:
Entrepreneurship classes: 1429
Estimated number without broadband: (1-.358) * 1429 =
Number of business adopters: 459

Although business adoption is then linked to future home adoption, we believe that this linkage is beyond the scope of accurate predictions regarding this program's benefits.

To compute the number of library users, we assume that all members of our programs who do not already have broadband at home or do not buy broadband because of our programs will therefore need to use their public library or other computer center to complete their homework assignments.

Total home education: 4350

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Total business use: 1429
Total educated: 5779
Those with existing connection 0.358 * 5779 = 2067
New adopters = 1396 + 459 = 1855
Computer center users = 5779 - 2067 - 1855 = 1857

To compute the total cost, we then divide $5,216,094 budget by the total number of broadband users calculated above.

43. Broadband Training Programs	
If you intend to provide training or education, how many people in total will your program(s) reach?	5779
How many hours of training do you expect to provide per person on average for each participant in your training program(s), through completion of training for that individual?	41
How many Full time employee (FTEs) instructors or facilitators will you employ for broadband and digital literacy training purposes?	15.

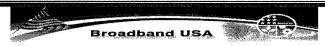**44.   Describe their qualifications (training and experience):**

Our instructors will be derived from several sources. First, for the youth education programs, these will be conducted by media trainers newly hired under this program. These will be instructors with either a masters degree in an IT related field or with substantial prior industry experience. The trainers for the adult education component will be faculty members from local community colleges and universities. The trainers for the adult education program will be professional entrepreneurship trainers, certified in the FastTrac curriculum and other e-entrepreneurship training materials. These trainers will be derived from the Small Business and Technology Development Center's existing staff.

We estimate the number of people trained as follows:

Youth education:
25 students per in-class semester x 3 semesters x 26 schools = 1950
25 students per after-school program x 3 semesters x 12 schools = 900

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Adult education:
Jackson Community College program: 500 students per year x 1.5 years = 750
ITEC/Lansing Community College program: 500 students per year x 1.5 years = 750

Entrepreneurship programs
1429 people trained in classes

Total: 5779

Average hours of training:
Youth education:
In-class: 1950 students x 45 hours per class = 87,750 total hours
After-school: 900 students x 45 hours per class = 40,500 total hours

Adult education:
Jackson CC: 750 students * 45 hours per class = 33,750
ITEC/LCC: 750 students * 45 hours per class = 33,750

Entrepreneurship programs:
1429 people * 30 hours per class = 42,870

Total hours of training: 238,620 hours
Divided by number of students = 41 hours per student.

45. Equipment Affordability Programs		
What is the total up-front cost of this equipment?	$0.00	
If you are providing an equipment purchase or loan program, for how many households, businesses and/or institutions do you expect to provide equipment or computers?	0	Households
	0	Businesses
	0	Institutions
If you are employing a loan program for purchases of service or equipment, what will be the total cost to the typical customer you assist over the life of the loan, including all interest and	$0.00	

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fees?	
How many broadband-related equipment units (e.g. computers, wireless devices) do you intend to purchase overall?	0

46. Broadband Awareness Programs	
If you are conducting an awareness campaign, how many people do you expect your campaign will reach in total per year?	70000

47.   Awareness Campaign Methods: Briefly describe the targeting, media, and messaging strategies your awareness campaign will employ.

We will work through a variety of established institutions plus an additional mailing campaign and radio campaign to generate awareness of our activities. Specifically, we will use the following mechanisms:

High school education programs: The high school program will be marketed through normal class registration channels at participating schools. In addition, as part of the students' enrollment in the program, their parents are notified of their participation. We expect to reach 1900 students and plus their parents as a result of this system. This outreach approach is both consistent with MSU's ethical requirements for working with children and works with established communications channels at the school.

Job retraining programs: The job retraining programs will be marketed through the regional Small Business and Technology Centers marketing channels. They serve approximately 10,000 businesses per year. We will work with local chambers of commerce and the Michigan Economic Development Corporation (MEDC) to build awareness of the business resources made available through this program. Chambers of commerce are an excellent way of reaching existing small businesses. According to the Michigan Chamber of Commerce, 2/3 of all chamber members are small and medium businesses (less than 50 employees) . The MEDC is also a central starting point for small businesses who need resources ranging from startup capital to connections with reputable lawyers and accountants. They also have a history of distribution educational materials to businesses and we will be able to tap into this established base of disseminating knowledge.

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Library related advertising: We have well established prior relationships with the regional libraries. As libraries will be a key institution for accessing our materials, particularly the online training modules, local libraries and Library of Michigan will market our programs through their regular newsletters and related established communication channels. The libraries in our service area have approximately 1.2 million patrons, though we more conservatively estimate that only 5% of those individuals will actually read the informational materials from the libraries, for a total of 60,000.

We have also budgeted for a series of radio spots, newspaper ads, and mailings. We will primarily use these to market the adult retraining programs offered through the community colleges and for the small business entrepreneurship programs.

48.   Measuring Campaign Impact: Describe how you will measure the impact of the awareness campaign.

Community Tracking Surveys:

A series of three community surveys will be conducted in our targetted cities. A baseline survey will be conducted during the first quarter of the project to establish initial levels of awareness of broadband service availability, perceptions of broadband benefits, perceived barriers to adoption, price sensitivity, current Internet usage if any, intentions to adopt broadband, and exposure to media vehicles under consideration for our public awareness campaign. The baseline survey will also include measures of satisfaction with employment and educational opportunities, and children's programs that will be used to assess the effects of broadband adoption. The results of the baseline study will guide the development of educational materials for the public, and the formulation of our public awareness marketing campaign.

Tracking studies after 12 months of the project will provide information about progress toward our goals for broadband awareness and adoption and provide an indication of the overall reach of our activities. A posttest at the conclusion of the two-year time frame will revisit the questions posed in the baseline study to provide an assessment of the overall impact of the project. Working from information provided by vendors submitting proposals to the BTOP program and information gathered through Michigan's broadband mapping initiative, we will identify the appropriate zip codes for purposes of our survey. Working from these zip codes we will draw representative samples of 1000 consumers across the regions of our program.

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Participant Follow-ups:

We will collect immediate feedback from participants in all of the proposed training and outreach activities. At the conclusion of each activity, participants will be asked about their intentions to adopt broadband. They will also be asked to rate and comment upon the activity in which they have participated. Follow-up contacts will be made three months after the training classes to determine whether intentions to obtain broadband connections were implemented and, if not, the barriers to adoption that remain. This information will be fed back into on-going public awareness efforts.

J. Project Readiness

49. Licenses and Regulatory Approvals

The activities in our programs do not require any licenses or regulatory approvals.

50. Organizational Readiness

Michigan State University, as a major land-grant research university, is well positioned to conduct a research program on the scale and scope described in this proposal. As a first round public computer center grant recipient, we already have experience working under the rules of the BTOP grants. In addition, MSU has received a total of approximately $34 million in stimulus grants under all programs. As a result, MSU has the experience to successfully implement this program.

More generally, in the 2008-2009 academic year, we managed $405 million in externally funded research projects, including projects from the National Science Foundation, the U.S. Department of Health and Human Services, the National Institutes of Health, and the U.S. Department of Agriculture. To manage these grants, the university has built up substantial capacity manage and implement the project. This includes our Contracts and Grants Administration, with experience handling the administrative duties, reporting requirements, and ensuring that all grants are administered according to the university and sponsor regulations.

In addition to the administrative support described above, MSU has various resources in place that we will leverage to more implement this program. The MSU Extension service has offices in all 83 counties in the state to provide practical, university-based knowledge. MSU is the only

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university in the state with this capacity. Furthermore, MSU Global extends academic and professional degree and certificate programs to off-campus learners, with more than 13,000 enrollments in 29 degree and certificate programs. We have an established history of off-campus and online education.

Specific to the tasks of this project, the department of Telecommunication, Information Studies, and Media has an established history of working with broadband in rural development. This includes USDA and Kellogg Foundation Projects, providing us with an history of implementing broadband adoption programs in Michigan. Our Information and Communication Technology for Development initiative is a project that provides our students with hands-on experience in deploying and using broadband technologies in rural areas ranging from Michigan to Tanzania.

Finally, we have the partnerships in place to implement this project. Our partners in the Detroit region have a 12 year history of providing youth technology training. We are also partnering with Lansing Community College and Jackson Community College to help with our adult education programs. Our partnership with the Information Technology Empowerment Center will leverage their experience to help develop programs to prepare individuals to return to college. Our partnerships developed working with libraries will give us access to a host of computing centers to serve as training facilities. Finally, we have worked with the state government to implement this program, helping us coordinate our plans with statewide resources.

51.   Project Timeline and Challenges

Timeline:

Note: this assumes an award date of September 30, 2010.

October 1 to December 31, 2010
-        Staffing hiring for all projects
-        Staff training for all projects
-        Baseline assessment for program evaluation
-        Begin curriculum development
January 1 to March 31, 2011
-        Curriculum development by Jackson Community College and ITEC programs
-        Additional curriculum development by other partners?

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- First youth programs by Detroit program
- First high school programs in 5 schools
- Begin SBTDC training programs

April 1 to June 30, 2011
- Initial rollout of ITEC community college bridge program
- Continue in-class high school programs and begin after school programs
- Rollout of Jackson Community College's worker retraining program
- Update SBTDC programs and add online versions
- Continue SBTDC training programs

July 1 to September 31, 2011
- Operate after school/ summer school programs
- Continue SBTDC programs
- Rollout SBTDC online programs
- Curriculum updates for adult education programs

October 1 to December 31, 2011
- Mid-program evaluation
- Begin developing curriculum for teacher training programs
- Second year high school programs, with expansion to total of 14 schools
- Continue SBTDC programs

January 1 to March 31, 2012
- Continue high school and SBTDC programs

April 1 to June 30, 2012
- Roll out teacher training programs
- Final in-class high school programs
- Continue SBTDC program

July 1 to September 31, 2012
- Final evaluation
- Continue SBTDC programs

Obstacles:

Our high school education programs are based on programs that are tested under pilot studies. As a result, we only need to update them and customize them to the local context. We will face a slight obstacle ramping up the in class high school programs. To allow time for students to

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integrate the classes into their curriculum, we need to provide them with sufficient notice. To begin these classes in January, we will need to notify schools by the middle of the fall so that they can integrate the classes with the student's schedules. In the event that the grants are awarded later than expected, we may not be able to operate the in-class programs, but we can substitute a more limited after-school program.

The bigger challenge will be in creating the adult education programs. We will be working with individuals who have been out of school for years. This will be a particularly challenging group to target for new technology education programs. We are working with community colleges that deal with these challenges on a regular basis, but we expect that we will need to make mid-grant term curriculum revisions to integrate what we learn from the first year of work. The exception is the e-entrepreneurship programs and materials from the SBTDC are also established programs with prior success. Therefore, we will only need to make small scale updates to this program.

52.   SPIN Number

K. Environmental Questionnaire

53.   Does the proposed action involve the procurement of materials? If so, will the materials be installed, stored or operated in an existing building or structure? If yes, please click "Add" to include the list of equipment and peripherals to be procured.

Yes

We will be purchasing a small amount of electronic equipment for the youth education projects. These will be recycled at the end of their useful life.

54.   Does the proposed action involve procurement of electronic equipment? If yes, will the equipment be disposed of in an environmentally sound manner at the end of its useful life?

Yes

55.   Does the proposed action involve construction, remodeling, or renovation? If so, will these activities be limited to only minor interior renovations to a structure, facility, or installation? If yes, click "Add" to include a description of the proposed renovations with your project summary.

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No

56.   Does the proposed action involve the production and/or distribution of informational materials, brochures, or newsletter?

Yes

57.   Does the proposed action involve training, teaching, or meeting facilitation at an existing facility or structure? If yes, click "Add" to explain.

Yes

Our training will occur at a variety of libraries, schools, training centers, and other public facilities.

58.   Does the proposed action involve ground or surface disturbance to accommodate new fiber optic cable? If yes, please click "Add" to include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required.

No

59.   Does the proposed action involve an upgrade of broadband service to an existing facility or structure? If yes, please include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required?

No

Broadband Non-Infrastructure Application
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Uploads

The following pages contain the following uploads provided by the applicant:

Upload Name	File Name	Uploaded By	Uploaded Date
Management Team Resumes and Organization Chart	SBABios.pdf	DeMaagd, Kurt	03/13/2010
Government and Key Partnerships	Binder3.pdf	DeMaagd, Kurt	03/15/2010
Historical Financial Statements	2008-2009.pdf	DeMaagd, Kurt	03/15/2010
Community Anchor Institutions Detail	untitled.xls	DeMaagd, Kurt	03/12/2010
BTOP Certifications	Certifications.pdf	DeMaagd, Kurt	03/15/2010
Detailed Budget	Detailed Budget Instructions and Template.xls	DeMaagd, Kurt	03/15/2010
SF424 A Budget	SF-424A.pdf	DeMaagd, Kurt	03/15/2010
SF424 B Assurances - Non-Construction	SF424Assurance.pdf	DeMaagd, Kurt	03/15/2010

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Project Management Team:

Kurt DeMaagd
      Project Leader and head of MSU student team

Charles Steinfield
      E-Entrepreneurship program manager

Cliff Lampe
      Youth education coordinator

Bob LaRose
      Evaluation manager

Steve Wildman
      Evaluation and economic analysis

Johannes Bauer
      Community Partner manager

Pam Whitten
      Partnership coordinator