

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. BTOP		\$	\$	\$ 3,318,031.00	\$ 2,552,558.00	\$ 5,870,589.00
2.						0.00
3.						0.00
4.						0.00
5. Totals		\$ 0.00	\$ 0.00	\$ 3,318,031.00	\$ 2,552,558.00	\$ 5,870,589.00
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY					Total (5)
	(1)	(2)	(3)			
a. Personnel	\$ 392,828.00	\$	\$	\$	\$ 392,828.00	
b. Fringe Benefits	179,791.00				179,791.00	
c. Travel	11,400.00				11,400.00	
d. Equipment	20,000.00				20,000.00	
e. Supplies	4,400.00				4,400.00	
f. Contractual	91,000.00				91,000.00	
g. Construction	0.00				0.00	
h. Other	2,244,799.00				2,244,799.00	
i. Total Direct Charges (sum of 6a-6h)	2,944,218.00	0.00	0.00	0.00	2,944,218.00	
j. Indirect Charges	373,813.00				373,813.00	
k. TOTALS (sum of 6i and 6j)	\$ 3,318,031.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 3,318,031.00	
7. Program Income	\$	\$	\$	\$	\$ 0.00	

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Standard Form 424A (Rev. 7-97)
Prescribed by OMB Circular A-102

SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8.	\$ 290,360.00	\$	\$ 1,886,470.00	\$ 2,176,830.00	
9.				0.00	
10.				0.00	
11.				0.00	
12. TOTAL (sum of lines 8-11)	\$ 290,360.00	\$ 0.00	\$ 1,886,470.00	\$ 2,176,830.00	
SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 3,318,031.00	\$ 829,508.00	\$ 829,507.00	\$ 829,507.00	\$ 829,509.00
14. Non-Federal	2,552,558.00	638,140.00	638,139.00	638,139.00	638,140.00
15. TOTAL (sum of lines 13 and 14)	\$ 5,870,589.00	\$ 1,467,648.00	\$ 1,467,646.00	\$ 1,467,646.00	\$ 1,467,649.00
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (Years)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16.	\$	\$	\$	\$	
17.					
18.					
19.					
20. TOTAL (sum of lines 16-19)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	
SECTION F - OTHER BUDGET INFORMATION					
21. Direct Charges:		22. Indirect Charges:			
23. Remarks:					



1320 Jamesville Avenue, Syracuse, New York, 13210

315.422.9121 FAX: 315.422.6369

www.proliteracy.org info@proliteracy.org

March 8, 2010

Wim Wiewel, Ph.D.
President
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Wiewel:

This letter is to confirm that ProLiteracy is willing to participate as a subcontractor in the Portland State University Broadband Technology Opportunities Program (BTOP) proposal entitled, Learner Web Partnership: A Multi-State Support System for Broadband Adoption by Vulnerable Adults.

If Portland State University (PSU) is successful in being funded for the project, ProLiteracy will develop and revise a set of national training modules for tutors and computer lab assistants who will be supporting new broadband users' use of digital literacy and career pathway learning plans available through the Learner Web Partnership. ProLiteracy has outlined the work to be accomplished in its scope of work and has provided the budget needed to complete the work. In addition, ProLiteracy is offering a match of \$10,469 to the Learner Web Partnership.

ProLiteracy, based in Syracuse, works with local and national organizations to help adults gain the reading, writing, math, computer, and English skills they need to be successful in today's society. ProLiteracy advocates on behalf of adult learners and the programs that serve them, provides training and professional development, and publishes materials used in adult literacy instruction. ProLiteracy represents member programs in all 50 states and the District of Columbia, and in 52 developing countries. For more information, please go to www.ProLiteracy.org and www.NewReadersPress.com.

As a national organization, ProLiteracy brings key strengths to PSU's BTOP project. ProLiteracy has been a national partner with Portland State in its Learner Web Project funded through a National Leadership Grant from the Institute of Museum and Library Services (IMLS). As a result, ProLiteracy is familiar with the Learner Web concept and platform. ProLiteracy has an established track record in the design, development, and production of both face-to-face and online professional development for literacy volunteers and paid literacy practitioners, as evidenced by its national trainer certification system; its role as one of eleven national content partners in the Verizon Thinkfinity Consortium (see Thinkfinity Literacy Network at www.thinkfinity.org); *Training By Design* tutor training materials, published by ProLiteracy's publishing division, New Readers Press; and self-paced and facilitated online professional development offerings available through ProfessionalStudiesAE (www.professionalstudiesae.org), a partnership with World Education.

To maximize the use and sustainability of the project, Portland State University and ProLiteracy Worldwide will arrange shared access and rights to use all Learning Plans and related materials developed under the grant. For the duration of the copyright, ProLiteracy Worldwide agrees to make any and all Learning Plans and related materials developed under this grant available to Portland State University.

Proliteracy Worldwide understands that PSU may, or allow others, to copy, modify, distribute, perform and/or display the Learning Plans and related materials developed under the grant. PSU will make all Learning Plan and related materials developed under the grant available to ProLiteracy and allow it to use, copy, modify, distribute, perform and/or display them. Proliteracy Worldwide may insert a required attribution line to recognize Proliteracy Worldwide's work in developing the Learning Plans.

ProLiteracy is pleased to bring its expertise in online training design and development to this proposed broadband adoption effort. The work is in line with our mission and will assist thousands of adult literacy and English-language learners in diverse communities across the country who need digital literacy skills to meet their personal, family, and work goals.

Sincerely,

A handwritten signature in black ink, appearing to read "David Harvey". The signature is fluid and cursive, with a large initial "D" and "H".

David Harvey
President and CEO, ProLiteracy

**Learner Web Partnership:
A Multi-State Support System for Broadband Adoption by Vulnerable Adults**

ProLiteracy Subcontract Scope of Work Proposal

DELIVERABLES

- Two learning plans (LPs) for tutors and computer lab assistants focused on helping new broadband users access broadband technology and learning plans developed through the BTOP Learner Web Partnership project
- Working titles:
 - How to Support New Broadband Users for Tutors and Computer Lab Assistants (estimated 8-step/4 hour plan)
 - Using the Learner Web for Tutors and Lab Assistants (estimated 10-step/ 4-hour plan)
- Participate in the project's National Leadership Team

LEARNING PLAN SCOPE AND SEQUENCE

**How to Support New Broadband Users for Tutors and Computer Lab Assistants
(Estimated: 8 steps/4 hours)**

- 1) Introduction to digital literacy
 - a) Digital literacy needs for home, work, and community roles
 - b) Common needs and challenges re: digital literacy
- 2) The BTOP project and new broadband user assistance
 - a) Your role in the computer lab and/or tutoring
 - b) Computer and tutoring skills you'll need to help others
 - c) How a new computer/broadband user may feel
 - d) Computer, Broadband and Career Pathways learning plans (overview and direction to tutoring LP)
- 3) Recognizing new broadband users' language and literacy needs related to their computer/broadband goals
 - a) Language/literacy needs
 - b) Sensitivity to learner needs and experiences
- 4) Responding to new broadband users' language and literacy needs
 - a) Addressing language/literacy needs
 - b) Guiding users toward appropriate learning plans and LP entry point
- 5) Understanding new broadband users' computer needs related to project LPs

- a) Hardware skills
- b) Software skills
- c) Broadband skills
- 6) Responding to new broadband users' computer needs
 - a) Explanation, example, practice
 - b) Scaffolding: Helping new broadband users work independently w/computer and LPs
 - c) Problem- solving techniques
 - d) Guiding new broadband user toward appropriate learning plans and LP entry point
- 7) Your computer lab Dos and Don'ts
 - a) Know your organization's lab policies re: time, usage, fees
 - b) Know what computer assistive technology is available in your lab (e.g., screen magnification, alternate keyboards, voice recognition, text-to-speech, etc.)
 - c) Know when and where to go for help
- 8) Helping a new broadband user continue learning in other project LPs (examples from BTOP LPs)
 - a) Supporting learner success
 - b) Getting past roadblocks; helping users ask questions about their progress and challenges
 - c) Getting started on new LPs related to broadband usage and career pathways

Using the Learner Web for Tutors and Lab Assistants
(Estimated 8 steps/4 hours)

- 1) Introduction to the Learner Web and BTOP LPs
 - a) Purpose
 - b) Structure
 - c) Audience
- 2) BTOP LPs: Scope and sequence of content
 - a) Digital Literacy
 - b) Broadband Education
 - c) Orientation to Career Pathways
- 3) Navigating the Learner Web screen (examples from BTOP LPs)
 - a) Viewing navigation and overview
 - b) Personalization: My Stuff, My Profile, My goals
 - c) Tabs: Goals, Steps, Resources, Workspace, Help
 - d) Opening and closing windows
- 4) Steps (examples from BTOP LPs)
 - a) Overview and instructions
 - b) Completing steps
- 5) Resources (examples from BTOP LPs)
 - a) Resources screen: Overview, resources, details
 - b) Types of resources included in learning plans

- 6) Workspace (examples from BTOP LPs)
 - a) Types of activities
 - b) Scoring activities
- 7) Getting Help
 - a) Onscreen help
 - b) Learner Web help
- 8) Tracking Progress on Learner Web: What New Broadband User Success Looks Like

PROJECT ACTIVITIES AND TIMELINE

Timeframe	Project Activity
Month 1	<ul style="list-style-type: none"> • Software training for staff • Learning Plan Design Team Meeting in St. Paul, MN • Create detailed scope and sequence
Month 2	<ul style="list-style-type: none"> • National Leadership Team meeting in Portland, OR • Review of detailed scope and sequence by PSU staff and partners • Revisions based on PSU/partner review
Month 3	<ul style="list-style-type: none"> • Complete draft of training Learning Plans 1 and 2 • Initial pilot test with local tutors • Revise training LP drafts based on pilot test • Submit training LP drafts to PSU
Month 4	<ul style="list-style-type: none"> • Build training LPs in Learner Web
Month 5	<ul style="list-style-type: none"> • End user testing of training LPs • Learning Plan Design Team Meeting in St. Paul • Revisions as needed
Month 6	<ul style="list-style-type: none"> • Submit training LPs to PSU ready for use in field • National Leadership Team meeting in Portland, OR
Month 13	<ul style="list-style-type: none"> • National Leadership Team meeting in Portland, OR • Obtain feedback from PSU about training LP usage
Month 15	<ul style="list-style-type: none"> • Submit revised training LP drafts to PSU ready for use in field
Month 28	<ul style="list-style-type: none"> • National Leadership Team meeting in Portland, OR

Our Mission

We offer opportunities to people with disabilities and other barriers to improve their economic self-sufficiency through training, education, support services and employment.

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Last year, Goodwill Industries served 9,677 people and helped 6,124 find jobs.

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Auxiliary aids and services available upon request to individuals with disabilities.

Goodwill Industries of Southeastern Louisiana, Inc.



3400 Tulane Avenue, Suite 1000
New Orleans, LA 70119

Phone: 504.456.2622

Fax: 504.456.2698

www.goodwillno.org

March 12, 2010

Wim Wiewel, Ph.D.
President
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Wiewel:

The purpose of this letter is to confirm our support for and involvement in the Learner Web Partnership, a multi-state support system for broadband adoption by vulnerable populations that Portland State University is proposing to the U.S. Department of Commerce through its 2010 Broadband Technology Opportunities Program (BTOP)—Sustainable Broadband Adoption (SBA) grant competition. The goal of this important new initiative is to increase digital literacy and broadband use among populations that face many barriers to success in today's highly technological and information-driven economy. By any measure, New Orleans and its surrounding parishes are home to the high-need and highly vulnerable people that this federal grant is designed to serve. Our local partners are ready and eager to deliver the online Learning Plans and face-to-face tutoring made possible by Portland State's BTOP proposal.

Goodwill Industries of Southeastern Louisiana, Inc. offers opportunities to people with disabilities and other barriers to employment to improve their economic self-sufficiency through training, education, support services, and employment. Following catastrophic damage to our headquarters by Hurricane Katrina, we opened a new 23,000 square foot workforce development center that allows us to significantly expand our services at a time when they are greatly needed and to provide a state-of-the-art training center for the community. The workforce development center offers classes in computer training, GED preparation, and literacy upgrade skills. We are thus well-positioned to serve as the lead agency and fiscal agent for the Learner Web Partnership activities in New Orleans and its surrounding parishes. As the subrecipient of a \$15 million National Emergency Grant (NEG) from the Department of Labor in 2008 we have demonstrated extensive grant management experience. We also have a strong record of inter-agency and community collaboration around jobs,

skills and training ,literacy and other adult education issues. We will partner with the following community anchor institutions:

- Lindy Boggs National Center for Community Literacy at Loyola University. The center will play a major role in helping to coordinate effective communication among the partners and other relevant stakeholders at the local, state, and national levels; identify and refer new broadband users, especially among vulnerable populations; recruit and train volunteer tutors; support public awareness about the project; and work closely with the lead agency/fiscal agent to ensure effective implementation of the 30-month grant. Ten percent of the Executive Director’s time will be contributed as a match for the BTOP program.
- Louisiana Technical College (LTC)--Region 1: LTC Region 1 consists of two campuses and one instructional service center serving Orleans and Jefferson Parishes on both the east and west banks of New Orleans as well as St. Tammany Parish. LTC will provide access to broadband computer labs, refer individuals to services, and host volunteer tutors. LTC’s role will be to provide “open” labs to students that will assist with career exploration, job readiness and job search activities.
- The Literacy Alliance is a community partnership to increase adult literacy in the Greater New Orleans area. It is composed of adult education and literacy providers, government, social service, community and faith-based organizations that work with low-literate and low-skilled individuals. The Literacy Alliance will support the computer centers by coordinating the recruitment, training and use of volunteers as tutors in computer centers with new broadband users.
- Catholic Charities Archdiocese of New Orleans (CCANO) Educational Services has a history of providing English Literacy (EL)/Civics classes for adult learners ranging from beginning through advanced levels. CCANO Educational Services will provide broadband computer labs, refer individuals for services and host tutor trainings specifically for English Language Learner population.
- Central City Renaissance Alliance: CCRA will make Learning Plans and volunteer tutors available at its Public Access Lab and Computer Classroom, within the Community Technology Access

Center (CTAC). CTAC is one component of a multi-service Early Childhood and Family Learning Center that includes a Neighborhood Resource Center, a satellite location of the New Orleans Public Library, a school that will serve children from birth to age five, a community clinic, a holistic health center, and five co-located State of Louisiana social service agencies.

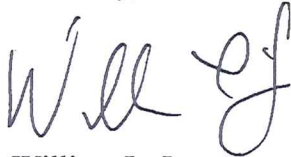
- Jefferson Parish Public School System’s Even Start Family Literacy Program will provide a broadband computer lab for families and parents participating in their family literacy program.
- Harmony Oaks Neighborhood Association, former site of CJ Peete Public Housing will provide a broadband computer lab for job training participants, low-income families and vulnerable residents in the surrounding area.
- Sojourner Truth Neighborhood Center of the Catholic Charities Archdiocese of New Orleans will provide a broadband computer lab to address access to technology, literacy and learning opportunities for youth, adults and seniors.
- The Sheriff’s Office serves a 14 parish area and is, “the hub”, for reentry in the Southeastern region. They will provide a broadband computer lab for re-entering individuals.
- In addition to serving as the lead agency, responsible for coordinating with Portland State University regarding grant-related activities and reporting requirements, Goodwill Industries of Southeastern Louisiana will support identification and recruitment of new broadband users, particularly highly vulnerable populations; arrange and host training for volunteer tutors (and paid staff and computer lab assistants), using the project’s Tutor Learning Plans; offer broadband access, Learner Web, and tutoring services in our lab; and support effective networking among all the cooperating anchor organizations.

We estimate that over two years 4,988 adults will benefit from the Learner Web Partnership in New Orleans. As outlined in the detailed budget information provided, the total amount of match funding, primarily from in-kind sources such as staff, will total \$369,273 over the 30-month grant. One of the important features of this BTOP-SBA proposal is its long-term sustainability; Learner Web is built on an open-source platform and will

be freely available to interested users, the Tutor Learning Plans developed as part of the grant will support ongoing training, and the procedures developed for recruiting and training volunteers will be absorbed at a relative low cost following the end of the grant period. In other words, this grant will serve as the catalyst for partnerships and services that can be continued once the federal funding period has ended.

Please keep us apprised of the progress of your federal request. We look forward to working with Dr. Stephen Reder, the project director at Portland State, and with all of the other partner sites around the country.

Sincerely,

A handwritten signature in black ink, appearing to read "Will L. Jessee". The signature is written in a cursive style with a large, stylized "W" and "L".

William L. Jessee
President

Rick Caligiuri
Director, Job Seeker Services
Minnesota Department of Employment and Economic Development
March 4, 2010

Dr. Steve Reder
Portland State University

Dr. Reder:

I am writing in support of the Learner Web Partnership: A Multi-State Support System for Broadband Adoption by Vulnerable Adults grant opportunity.

The Minnesota WorkForce Center one-stop system values the partnerships we have formed with community based organizations and adult basic education. Working together we produce better results for the job seeker and the working learner.

The Broadband Adoption grant will bring internet access and programming to rural communities – a critical component of work readiness and employability competency. Additionally, through this grant, Learner Web Learning Plans supporting access to services and career planning will become available in two new workforce centers and will expand availability in two metro workforce centers.

Minnesota Department of Employment and Economic Development (DEED) will provide in-kind funds through staff time dedicated to the project. DEED will also commit to the professional development time needed to ensure staff have the skills needed to support this effort.

Thank you for this terrific opportunity. We look forward to working even more closely together!

Sincerely,



Rick Caligiuri

March 7, 2010

Wim Wiewel, Ph.D.
President
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Wiewel:

I am writing to confirm my participation in the “Learner Web Partnership” project that Dr. Stephen Reder is proposing to the Sustainable Broadband Adoption grant competition, Broadband Technologies Opportunities Program (BTOP). The purpose of this second round of National Telecommunications and Information Administration (NTIA) stimulus funding through the U.S. Department of Commerce is to promote broadband demand through innovative approaches to education, training, awareness, access, and support, particularly among vulnerable populations that traditionally have underutilized broadband technology.

The proposed 30-month project will build on the state-of-the-art Learner Web online system of support designed to overcome many of the important barriers that adults face in reaching their educational, job-related, and personal goals. I am very familiar with the Learner Web and have discussed its possibilities with many of the organizations I am working with, including the McDonald’s Corporation and their national effort to upgrade workers skills, the Institute on Immigrant Integration Policy, and the United States Citizenship and Immigration Service (formerly INS). The Learner Web is an outgrowth of Dr. Reder’s Longitudinal Study of Adult Learning (LSAL), which followed a random sample of about 1,000 high school dropouts over ten years. Among the findings of this and other research is that we need as a nation to do more to help build persistence in adult learners, gather data and build accountability around longer-term outcomes, develop community-wide learning support systems that strengthen collaboration among educational, social service, and community-based service providers, and utilize technology to increase system capacity, coordination, and effectiveness. In short, we need to find better ways to address the diverse needs, challenges, and aspirations of our most vulnerable and “digitally distant” citizens.

The Learner Web Partnership will develop a set of self-paced online Learning Plans focused on (1) digital literacy, (2) education on how to be an informed consumer of broadband technology, and (3) exploration of career pathways. These will be delivered through a wide network of community anchor institutions (e.g., schools, community colleges, libraries, workforce development centers, adult education centers, literacy initiatives) serving highly varied populations, including high school dropouts, English language learners, public housing residents, job seekers in adult basic education programs, and other low-income adults with few skills and fewer prospects. One of the important features of the Learner Web model is its incorporation of a “blended learning” strategy in which the self-paced online Learning Plans are combined with the face-to-face support of a tutor or lab instructor/assistant. The Learner Web Partnership will combine relevant and high-quality online content, well-trained tutors/instructors (primarily volunteers), and a built-in system for tracking participants’ progress.

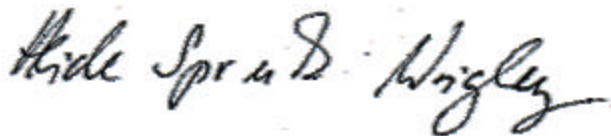
The Learner Web Partnership aligns with my work and research interests, which include adult literacy and learning strategies, particularly among English as a second language (ESL) speakers, low-income, and other populations; effective professional development and instructional design strategies; and technology as a learning tool. (I have provided a vitae.) I am excited about bringing my expertise in working with low-literate, low-skilled adults with limited proficiency in English to this project. I also look forward in exploring further how languages other than English can be used to make technology accessible to adults who are new to English and have had only a few years of education in their home countries. As the number of immigrant adults increases and as the adult ESL system is overburdened and underfunded, mediated self-access to broadband-based learning can open new possibilities for learning for this population. Yet, careful thought must be given to finding linguistically appropriate and culturally competent ways of bringing low-educated adults who are new to technology into the digital mainstream. I hope to make a meaningful contribution in this effort.

My role will include participation on both the Learner Web Partnership Design Team (overseeing development of Learning Plans for the targeted “new-to-broadband” users and Learning Plans for Tutors) and the National Leadership Team. I will charge my customary consultant services rate.

In the keynote speech Dr. Reder gave at the fall 2009 symposium hosted by the American Institutes for Research (AIR) on “Changing the Odds: Informing Policy with Research” (and in the subsequent paper that he and I and several colleagues prepared), he noted the importance of building a “ladder of opportunity” to improve learning in the 21st century. For too many citizens in this country, broadband technology represents a ladder that is out of reach. The Learner Web Partnership will align the strategies and resources needed to provide such a ladder, in large, small, and rural communities. I share the belief of all of the partners in this proposal that the Learning Plans, well-trained volunteers/staff, and lessons learned as a result of this initial federal investment will have significant, long-term benefits and serve as a replicable model for other states, local communities, and organizations.

Please let me know what additional information you may require as this important project moves forward.

Sincerely,

A handwritten signature in black ink that reads "Heidi Spradley Wiegley". The signature is written in a cursive, flowing style.

Senior Researcher
LiteracyWork International, Inc.
2541 Calle Tenebroso, Las Cruces, NM 88005

March 3, 2010

Broadband Technology Opportunities Program (BTOP) – Sustainable Broadband Adoption

National Telecommunications and Information Administration

U.S. Department of Commerce

1401 Constitution Avenue NW

Washington, D.C. 20230

To Whom It May Concern:

This is to provide a letter of support from the Minnesota Literacy Council for the “Learner Web Partnership: A Multi-State Support System for Broadband Adoption by Vulnerable Populations” being prepared by Portland State University. We are very pleased to work with this project, which will help facilitate increased digital literacy and bridge the ‘digital divide’ as we work to increase the number of broadband users in Minnesota, especially in the Twin Cities and Southern Minnesota.

MLC agrees to the following:

- Serve as fiscal agent for the Minnesota portion of this project
- Recruit, train, and place volunteer tutors at Minnesota sites
- Coordinate outreach to potential new broadband users, including outreach to referral sources
- Coordinate and manage overall grant activities for all Minnesota sites
- Coordinate preparation of required reports
- Coordinate with PSU

In designing this project, we integrated elements of our Adult Basic Education system, local workforce systems, public housing, and a community-based organization in a design which we believe will prove highly effective in achieving the grant purposes. We will partner with the following anchor institutions:

- Minnesota Workforce Center - Ramsey County/St. Paul, Minnesota Workforce Center - Minneapolis South, Minnesota Workforce Center – Mankato, and Minnesota Workforce Center - New Ulm. These partners will provide broadband computer labs, refer individuals for services, provide lab access, and host teacher and volunteer tutors.

- St. Paul Community Literacy Consortium, Mankato ABE, and Minneapolis ABE. These partners will provide staff to assist clients in workforce computer lab; coordinate volunteer tutors, refer individuals for services.
- McDonough Public Housing, St. Paul, and Project for Pride in Living in Minneapolis. These partners will provide updated computer lab with BBD connection, refer individuals, provide staff for computer lab to work with clients, and manage volunteers.

For the duration of the copyright on Learning Plans, MLC agrees to make any and all Learning Plans and related materials developed under this grant available to Portland State University. MLC understands that PSU may, or allow others, to copy, modify, distribute, perform and/or display the Learning Plans and related materials developed under the grant. Minnesota Literacy Council may insert a required attribution line to recognize Minnesota Literacy Council's work.

The total match provided through the Minnesota portion of the match is \$267,194.

MLC is a nonprofit organization operating statewide in Minnesota, dedicated to sharing the power of learning throughout the state. We offer services for adults, children, and families to improve their literacy skills as well as support literacy programs across Minnesota. Last year, MLC trained 2,100 volunteer tutors, and provided over 178,000 hours of ABE services to 2,644 adult learners. Our current annual agency budget totals \$11 M. We also have extensive experience in managing a variety of federal funding sources. We are pleased to be able to employ our experience, organizational resources, and programmatic skills as the Minnesota subrecipient for this worthy project.

Sincerely,

A handwritten signature in black ink, appearing to be 'Eric Nesheim', with a long horizontal line extending to the right.

Eric Nesheim
Executive Director



LITERACY COALITION
OF CENTRAL TEXAS

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Meg Poag

March 9, 2010

Wim Wiewel, Ph.D.
President
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Wiewel,

The Literacy Coalition of Central Texas (LCCT) is a nonprofit, umbrella organization of over 70 literacy programs in Central Texas. Our mission is to strengthen literacy education providers in our region through advocacy, research, training, and resource development. The LCCT plays a central role in coordinating and supporting high-quality literacy services throughout the five-county Austin metropolitan area, including programs focusing on health literacy, adult basic education, family literacy, workplace literacy, and services for speakers of other languages. The vision guiding LCCT is to mobilize providers, learners, employers, educators, policy makers, and other stakeholders to create a Central Texas community that is 100% literate, employable, and engaged.

The "Learner Web Partnership" grant that Portland State is submitting to the Sustainable Broadband Adoption, Broadband Technology Opportunities Program (BTOP) addresses community needs by building the capacities of area literacy programs. LCCT and its seven partners currently serve over 4,500 adults annually who are new internet/broadband users and are enrolled in adult education programs. We estimate that through our referral and outreach efforts during this grant we will be able to refer over 3,700 users to the Learner Web program; of those 3,700, we estimate that 1,200 a year will complete at least two of the project's Learning Plans (digital literacy and education on becoming a consumer of broadband technology). We will also use the new Learner Web training modules for tutors and computer lab assistants to create a cadre of paid and volunteer support for a highly diverse and vulnerable population.

LCCT efforts include:

1. Improving regional capacity for literacy services through identification of new resources (volunteer teachers, financial resources, and in-kind support).
2. Creating a more efficient, effective literacy service delivery system by providing high-quality, evidence-based training in literacy instruction,

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classroom resources and materials as well as opportunities for peer consultation.

3. Promoting more effective and efficient use of existing community resources by mobilizing partnerships and improving service coordination through participation in community planning bodies, operating an information and referral line for literacy services, and coordinating local research and regional planning efforts to assess and address changing literacy conditions and community needs.
4. Improving regional awareness of literacy issues to improve policy direction, civic engagement, and fiscal investment of the public sector for literacy service programs.

The Literacy Coalition of Central Texas will serve as the sub-recipient for the requested funds, and will handle all fiscal and administrative operations including program planning and coordination, volunteer and staff training, and required reporting. Additional partner programmatic roles are outlined briefly below.

- The **Austin Community College (ACC) Division of Adult Education** is the largest provider of adult basic education, ESL and GED preparation classes in Travis County, Texas. ACC will actively recruit and identify new users from existing adult learners enrolled in classes.
- **Community Action, Inc.** is the largest provider of adult basic education, ESL and GED preparation classes in the four rural counties surrounding Travis County, Texas. Community Action, Inc. will actively recruit and identify new users from existing adult learners enrolled in classes. In addition, paid teachers, lab assistants and adult education tutors at Community Action, Inc will be trained on how to assist new broadband users in computer literacy instruction, accessing the Learners Web, and implementing career pathways Learning Plans with the new users.
- **Austin Free-Net (AFN)** is a nonprofit organization established in 1995 to help community organizations launch and maintain free public Internet access sites. AFN will help recruit and identify new broadband and Learners Web users, and recruit and manage volunteers to assist new users in their computer labs and partner computer facilities.
- **The San Marcos Public Library** will partner with the Literacy Coalition of Central Texas and other educational organizations in the Hays County area to provide access and training for use of the Learner Web. In partnership with Community Action, Inc., the library provides free access to 46 computers, free Internet access, and a slate of GED preparation classes, free basic skills classes, and free classes for English Language Learners (ELL).



March 3, 2010

Broadband Technology Opportunities Program (BTOP) – Sustainable Broadband Adoption

National Telecommunications and Information Administration

U.S. Department of Commerce

1401 Constitution Avenue NW

Washington, D.C. 20230

To Whom It May Concern:

This is to provide a letter of support from the Minnesota Department of Education, Adult Basic Education, for the “Learner Web Partnership: A Multi-State Support System for Broadband Adoption by Vulnerable Populations” being prepared by Portland State University.

We view the proposed project in a very positive light. It reflects State of Minnesota priorities in aligning the ABE, Workforce Center, and MNSCU college systems to effectively provide integrated basic educational services, transition to higher education credential programs, and transition to workforce efforts in a seamless fashion for state residents. The Minnesota FastTRAC initiative, which I co-chair, has made significant progress in this area. This proposal builds on and enhances these efforts, by helping low-skilled and low-income adults build broadband access skills in a collaborative effort integrating ABE programs and workforce centers, which will enable the target population to ultimately access many resources in such areas as ABE distance learning, higher education, and preparation for employment.

Several of our ABE consortia will be actively involved in this effort. Our office will support these consortia in achieving the desired ends in this project. The FastTRAC initiative itself also strongly supports this project.

Sincerely,

A handwritten signature in black ink that reads "Barry Shaffer". The signature is written in a cursive style.

Dr. Barry Shaffer

State ABE Director

Minnesota Department of Education

- **The Austin Public Library** will partner with LCCT and other educational and library organizations in the Austin area to provide access and training for use of the Learner Web. Three of the library's 21 locations have dedicated computer lab space which currently volunteers use to teach various computer skills that can best be utilized in this effort; however every location has free public computer access computers and free wireless. Services include free computer training classes to adults 17 and over (some in Spanish); New Immigrants Center/ESL services.
- **Workforce Solutions Capital Area** is a local workforce development board of the Texas Workforce Commission offering a wide array of services to the citizens of Travis County. Capital Area Workforce Solutions will serve Learner Web project participants at its Career Centers (Resource Rooms); the Capital Area has approximately 205 computer systems that would be available for clients participating in this project to use during regular center hours.
- **Workforce Solutions Rural Capital Area** is a local workforce development board of the Texas Workforce Commission, serving the rural contiguous to Travis County in Central Texas. The Rural Capital Area will provide Learner Web project participants access to the Internet-connected computers that are open to the public in our Career Centers (Resource Rooms) during their normal business hours. Their three Career Centers will also allow the reserved use of their computer lab space for designated times to conduct tutoring and assistance for new broadband users using the Learners Web.

As outlined in the materials we have provided as part of planning and preparation of the "Learner Web Partnership" proposal, we will make a significant in-kind matching contribution of 56%, or an estimated amount of \$145,060.

I would like to thank you for this opportunity and look forward to working with Dr. Reder and the other national partners in this proposal. The proposed initiative will have important and far-reaching potential benefits for some of the most vulnerable members of our Central Texas community.

Sincerely,



Meg Poag
Executive Director
Literacy Coalition of Central Texas



OFFICE OF CURRICULUM AND INSTRUCTIONAL SUPPORT
ADULT EDUCATION AND WORKFORCE DEVELOPMENT TEAM
89 WASHINGTON AVE., ROOM 307 EB
ALBANY, NEW YORK 12234
(518) 474-8940; FAX: (518)486-1751
[HTTP://WWW.NYSED.GOV/WORKFORCE/](http://www.nysed.gov/workforce/)

March 9, 2010

Wim Wiewel, Ph.D.
President
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Wiewel:

The purpose of this letter is to confirm our support for and involvement in the Learner Web Partnership, a multi-state support system for broadband adoption by vulnerable populations that Portland State University is proposing to the U.S. Department of Commerce and its Broadband Technology Opportunities Program (BTOP)—Sustainable Broadband Adoption (SBA) 2010 grant competition.

The 30-month Learner Web Partnership proposal will establish a well-aligned, coherent, and easily accessible system of support that will increase digital literacy and the number of new broadband users in urban, small city, and rural communities across the state of New York.

Learner Web will combine online, self-paced *Learning Plans* in three areas (digital literacy, education for broadband band consumers – such as how to subscribe and where to access broadband services –and orientation to career pathways and postsecondary education opportunities) with face-to-face assistance of volunteer tutors. This is a unique approach that builds on the strengths of the existing Adult Basic Education programs while targeting the varied demographic learners in high need, vulnerable communities. New York is a mosaic of diverse communities which makes this proposal an exceptionally good approach toward the target population of the BTOP-SBA project.

This statewide initiative in New York will be coordinated by the Regional Adult Education Network - Central Southern Tier. The RAEN, funded in total by the New York State Education Department, is administered by and housed on the campus of Cayuga Community College in Auburn. The project involves two other key statewide partners: (1) Literacy Zones, 18 located throughout the state and funded by the New York State Department of Education, providing intense case management and literacy services to disadvantaged and depressed neighborhoods in urban and rural settings, and (2) Literacy New York (LNY) and its network of 37 local community-based volunteer corps affiliates.

The overall project will benefit from the work of ProLiteracy, a national organization based in Syracuse, New York, to develop *Learning Plans* for tutors and computer lab assistants who will be supporting new broadband users.

Sincerely,

Robert Purga

LIBRARY AND CULTURAL SERVICES

Monique A. le Conge, Director



March 9, 2010

Wim Wiewel, Ph.D.
President
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Wiewel:

The Richmond Public Library serves an ethnically diverse city of approximately 102,000 residents, over 36% of whom speak a language other than English at home. With an unemployment rate of over 17% and one of four adults over age 25 lacking a high school diploma, the rate of families living below the poverty line is close to 17%. Periods of high unemployment rates encourage greater use of libraries as job centers, with patrons seeking materials to help them find new jobs, start small businesses, write resumes, or seek help in submitting online applications. Richmond was the first public library to join the California Literacy Campaign in 1984 and embark on literacy instruction as part of its mission. The library's Literacy for Every Adult Project (L.E.A.P.) provides English as a Second Language (ESL), basic skills, and job-readiness skills to approximately 800 adults annually. We see the effects and challenges of the "digital divide" on a daily basis, and through our extensive experience working with highly vulnerable populations we have learned about the motivators that support broadband use.

Portland State University's proposed "Learner Web Partnership" Sustainable Broadband Adoption, Broadband Technology Opportunities Program (BTOP) grant is an exciting opportunity to build on our experience, the strong referral and collaboration networks we have developed, and the energy and commitment of our local partners. L.E.A.P. already uses Learning Plans with some of the vulnerable populations targeted by this grant, and we recognize the importance of combining computer-based learning technologies such as Learner Web with face-to-face tutoring and support. Volunteers are an important component of our model, and they will benefit from the new Learner Web Tutor Learning Plans that will be developed during the first six months of this project.

The Richmond Library and L.E.A.P. will coordinate with local housing developments and city community centers where existing computer centers will be used as entry points for new broadband users. We will also serve as the Learner Web training center for all participating staff and volunteers; convene a Learner Web Council comprising representatives from all the participating community anchor sites; organize recruitment and assessment activities; and participate in National Leadership Team meetings with other members of the Learner Web Partnership across the country. Among the

325 Civic Center Plaza, Richmond, CA 94804-1659

Telephone: (510) 620-6555 Fax: (510) 620-6850 www.richmondlibrary.org

innovations we will contribute to this project is the use of our Smart board technology to bring multiple sites together for joint training. Another innovation will be our work to empower area residents identified as "early adopters" of the technology who will be trained and receive a stipend to assist others. This approach is based on our recognition that residents who understand their community can be the best teachers. It will also provide them with marketable skills and experience they can use in future job searches.

Our outreach strategies will include use of the library's Bookmobile to advertise the broadband initiative and participating computer centers. We will organize a coordinated campaign of Technology Fairs at each community site, featuring family-oriented activities that provide an introduction to computer center staff and assistants, and demonstrate broadband capacity. L.E.A.P. will provide incentives such as free children's books to encourage attendance. Materials will be translated into Spanish and distributed through the local churches and other organizations serving our large Spanish-speaking residents.

We will inform the wider provider community regularly about our BTOP-supported strategies and progress, in part through our membership on the local Workforce Investment Board, Richmond Youth Council, and Building Blocks for Kids Initiative. The latter initiative will be providing home computers and broadband access for 1,000 families in the Iron Triangle, a neighborhood of concentrated poverty and high unemployment; in a synergistic effort, we will collaborate with their efforts to use the Learner Web software to introduce families to digital literacy and broadband use. We will also use our local cable station to publicize the services resulting from the grant in local neighborhoods.

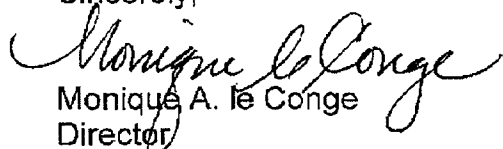
We anticipate that this project will reach 4,000 new broadband users as a result of our collaboration with the partners listed below. We have provided Dr. Stephen Reder, who will direct Portland State's BTOP grant, with detailed information on each partner site. Our matching contribution to the project is calculated at \$679,131, primarily through in-kind staff and volunteer time, and totals 63.1% of the total federal and non-federal costs of this project in Richmond.

- Nevin Community Center – will provide space and equipment for the majority of our ESL adults seeking broadband accessibility. Located in the heart of the Iron Triangle many of the residents using Nevin have children at the neighboring elementary school, which will be an important link in recruiting families.
- Monterey Pines Housing Development – will recruit among their residents (using a local newsletter, community events, and door-to-door distribution of information); the resource center coordinator will be trained on the Learner Web and Learning Plans; identify an early adopter from the residents and see that the early adopter is trained to support him at the Resource Center.
- Barrett Plaza and Pullman Pointe Apartments, Community Housing Development Corporation – each have small resource centers; the resource center coordinator will be trained on the Learner Web and Learning Plans; an early adopter from each unit as computer lab will be trained as assistants to help create new broadband users.

- Richmond Housing Authority – Easter Hill and Hacienda public housing units have resource coordinators who will be trained, as well as early adopters.
- The Richmond Children's Foundation – sponsors the Building Blocks for Kids Initiative mentioned above; will coordinate with our efforts.
- The West Contra Costa County Adult School – serves a large ESL population; will provide ESL teachers who will integrate Learner Web into their classes.

The Learning Web Partnership is an innovative approach to the issues the BTOP grant competition was developed to address. Through its use of an open-source, freely available online learning system, coupled with a training program that will engage and prepare a large cadre of community-based staff and volunteers, we expect the Learner Web to demonstrate its programmatic effectiveness, cost-effectiveness, and long-term sustainability. We look forward to learning of Portland State's success in securing this support.

Sincerely,



Monique A. le Conge
Director
Richmond Public Library
City of Richmond

Newsome Associates
7 Newsome Park, Jamaica Plain, MA 02130-4024

March 08, 2010

Wim Wiewel, Ph.D.
President
Portland State University
PO Box 751
Portland, OR 97207

Dear Dr. Wiewel:

It has been a pleasure to work with my Learner Web colleagues for the past three years as we implemented the Learner Web national field-test, supported by funding from the U.S. Institute for Museum and Library Services. I am looking forward to continuing my work with Steve Reder and other Portland State University Learner Web staff over the next several years, as part of the Broadband Technology Opportunities Program (BTOP) proposal entitled, *Learner Web Partnership: A Multi-State Support System for Broadband Adoption by Vulnerable Adults*. I am hoping to broaden my role in providing technical assistance and training to the sites by working closely with the developers of the new digital literacy, broadband consumer education and career pathways Learning Plans.

As you may be aware, my experience in adult literacy education, including teaching, tutoring, professional development, curriculum development, evaluation and administration, and my extensive work in integrating adult literacy education technology in the classroom, distance learning and in blended learning environments, has prepared me well for this assignment. In addition, my experience as Learner Web Implementation Advisor has enabled me to have a thorough understanding of the Learner Web design, capacity and on-the-ground implementation opportunities.

I would like to highlight, however, my experience as a member, and presenter at several national conferences, of the Community Technology Center Networks (CTCNet), and as an advisor to the Educational Development Center on the U.S. Department of Education-funded National Technology Portal project. These are examples of my long-standing interest in expanding computer, Internet and broadband technology to vulnerable low-literate, immigrant, low-income populations. Through my work for nearly two decades as Director of the Adult Literacy Resource Institute at the University of Massachusetts Boston, for

example, I was a tireless advocate for, and provider of teacher training services for integrating technology in the adult education classroom, and for distance and blended learning. During this time, as an advisor to the U.S. National Institute for Literacy on technology integration, I urged that the Institute provide a national service for adult learners that would be accessed by broadband. This goal has, in the last three years, been realized through the Learner Web.

I am very eager to assist Portland State University to make the Learner Web, a learning support system for vulnerable adults, widely available to low-income, low literacy and immigrant individuals and families, and of course to increase their access to and success in using broadband for other kinds of learning, family, and work-related needs.

My standard hourly rate, which Portland State University has accepted in the past, would continue to apply in this project.

My resume, attached, will also be found at <http://www.newsomeassociates.com>

Sincerely,

A handwritten signature in black ink, appearing to read "David Rosen", written in a cursive style.

David J. Rosen, Ed.D.
Learner Web Implementation Advisor

March 12, 2010

Wim Wiewel, Ph.D.
President
Portland State University
P.O. Box 751
Portland, OR 97207

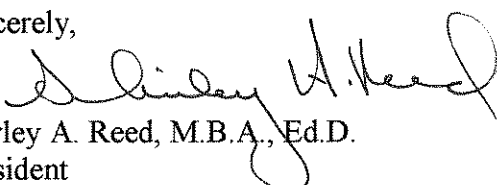
Dear Mr. Wiewel:

As president of South Texas College (STC), I am pleased to express my support and commitment to Portland State University in its application for funding to the National Telecommunications and Information Administration's (NTIA) *Broadband Technology Opportunities Program (BTOP) for Public Computer Centers*. As a site partner for the Learner Web Partnership, STC will expand broadband access to the underserved communities of the Rio Grande Valley/South Texas region through the operation of six (6) BTOP computer site locations, providing vital linkages between adult and basic education programs. These programs will be offered through STC, broadband education and digital literacy provided through the Learner Web partnership, and the various career pathway opportunities available within our community.

As a Hispanic serving institution, STC fully supports the goals of the Learner Web project in ensuring underserved, lower-income, low-literate and Limited English populations have access to broadband technology, and the educational, economic and social opportunities it can provide. STC currently offers more than 100 degree and certificate program options to over 27,000 students, including associate degrees in a variety of art, science, technology, allied health and advanced manufacturing fields of study. STC also offers eight online associate degree options, and is the only community college in Texas accredited to offer two bachelor's degrees. Through the proposed project, STC will be able to expand its capacity to bring broadband instruction and digital literacy to the unserved and underserved communities of the Rio Grande Valley. As fiscal agent and grant subrecipient for the South Texas region, will work with various community-based and governmental agencies in leveraging existing resources to implement the project and estimates that it will contribute an estimated \$74,148 in in-kind matching funds to the proposed Learner Web project.

We appreciate the opportunity to participate in this very important initiative that promises to increase employment and training opportunities as well as create long-term economic benefits for the region.

Sincerely,



Shirley A. Reed, M.B.A., Ed.D.
President

VITAE

STEPHEN MARK REDER

March 2010

Major Research Interests and Professional Expertise

Adult Literacy and Language Development
Use of Technology to Support Learning
Survey Methodology
Statistical Modeling of Cross-Sectional and Longitudinal Data

Education

Ph.D.	1977	Psychology, Rockefeller University
B.A. with Great Distinction	1969	Psychology, Stanford University

Employment

University Professor	Portland State University	Sept. 1998 – present
Chair	Dept. of Applied Linguistics	Sept. 2000 – Aug. 2009
Associate Professor		Sept. 1995 – Sept. 1998
Visiting Fellow	Hokkaido University (Japan)	July 1996 - Sept. 1996
Program Director	Northwest Regional Educational Laboratory	Sept. 1982 - Sept. 1995
Project Director		Oct. 1981 - Aug. 1982
Research Associate		Nov. 1978 - Oct. 1981
Research Specialist		Oct. 1977 - Oct. 1978
Research Investigator	The Rockefeller University (New York; field research in Liberia)	Oct. 1974 - June 1976
Graduate Fellow	The Rockefeller University	July 1969 - June 1974
Instructor (adjunct)	Hunter College, City University of New York	Jan. 1971 - June 1971
Research Assistant	University of Michigan	June 1970 - Aug. 1970
Research Assistant (part-time)	Stanford University	Sept. 1968 - June 1969

Dissertation

Some functional relations between speaking and writing among the Vai of West Africa, 1977.
Advisor: Michael Cole

Publications

Edited Works

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Presentations at Professional Meetings
(Selected from 1993-2010)

- Reder, S. (2010, March). *Maximize coalition learning power: The Learner Web*. Paper presented at National Community Literacy Coalition Conference, Chicago, March 15-19, 2010.
- Leland, A.-M., Vanek, J., Mortrude, J., & Reder, S. (2010, March). *The Rashomon effect: Four perspectives on coming together to better serve the adult learner*. Paper presented at United States Conference on Adult Basic Education and Literacy, Chicago, March 15-19, 2010.
- Silver-Pacuilla, H., & Reder, S. (2010, March). *Changing the odds: Informing policy with research on how adults learners succeed*. Paper presented at United States Conference on Adult Basic Education and Literacy, Chicago, March 15-19, 2010.
- Reder, S. (2010, February). *Implications of the Longitudinal Study of Adult Learning for the design of learning support systems*. Paper presented at the Institute on Education, University of London, February 25, 2010.
- Reder, S. (2010, February). *All learning is local: Adult education, technology and learning support systems*. Paper presented to Lifelong learning Directorate, Scottish Government, Glasgow, February 24, 2010.
- Reder, S. (2010, February). *Scripts and scribes: Literacy and education in second language acquisition*. Paper presented to National ESOL Practitioner Network, Glasgow Scotland, February 23, 2010.
- Reder, S. (2009, December). *Adult literacy development outside of programs*. Paper presented at meeting of National Research Council Committee on Adolescent and Adult Literacy, Washington DC, December 10, 2009.
- Reder, S. (2009, December). *Literacy practices and literacy proficiency: Making better connections between research and policy*. Paper presented at National Reading Conference, Albuquerque, November 30-December 2, 2009.
- Reder, S. (2009, November). *All learning is local: Adult education, technology and learning support systems*. Keynote address, Summit on the Future of Adult Education in the New Digital World. Virginia Commonwealth university, Richmond VA, November 5-6, 2009.
- Reder, S. (2009, September). *From Scribe to Scripted: A Personal Journey through Education and Literacy in Second Language Acquisition*. Keynote address, 5th Annual conference on Low Educated Second Language and Literacy Acquisition, Banff Canada, September 28-30, 2009.
- Reder, S. (2009, September). *From Beating the Odds to Changing the Odds*. Keynote address presented at the Changing the Odds Symposium, Washington DC, September 16, 2009.
- Reder, S. (2009, August). *What happens to dropouts: A longitudinal study of adult learners*. Keynote address, Reconnecting Youth: Recovery and Reconnection conference, Portland OR, August 13, 2009.
- Reder, S. (2009, May). *Testimony to the U.S. House of Representatives Education and Labor Subcommittee on Higher Education, Lifelong Learning and Competitiveness*. May 5, 2009.

- Downey, S., & Reder, S. (2009, April). *Learner Web: Value added*. Paper presented at the annual meeting of the Commission on Adult Basic Education. Louisville KY, April 17-22, 2009.
- Reder, S. (2008, October). *Time for change: Longitudinal perspectives on transitions*. Keynote address presented at Minnesota ABE Transitions to Post-Secondary/Workforce Conference, St. Cloud MN, October 30-31, 2008.
- Collier, P., Jhaj, S., Reder, S., Fellows, C., & Schwisow, C. (2008, September). *University Studies' Students First Success System: Integrating on-line support resources into the general education curriculum to promote freshmen academic performance and retention*. Paper presented at the 4th National Symposium on Student Retention, Little Rock AR, September 29-October 1, 2008.
- Reder, S. (2008, September). *Different strokes for different folks: Measuring literacy across the lifecourse*. Paper presented at the World Forum of the International Sociological Association, Barcelona, September 5-8, 2008.
- Reder, S. & Rosen, D. J. (2008, April). *The Learner Web: A Learning Support System*. Paper presented at the annual meeting of the Commission on Adult Basic Education. St. Louis, April 28-May 1, 2008.
- Silver-Pecuilla, H. & Reder, S. (2007, November). *On their own: What are adults learning online?* Paper presented at ProLiteracy Annual Conference, Alexandria VA, November 7-10, 2007.
- Reder, S. (2007, October). *What happens to Oregon's dropouts: Report of research on economic, education and learning outcomes*. Invited address, Oregon Department of Community Colleges and Workforce Development, Salem OR, October 25, 2007.
- Reder, S. (2007, September). *Longitudinal research in adult literacy: Time for change*. Invited address, National Coalition for Literacy, Washington DC, September 6, 2007.
- Reder, S. (2007, April). *Scaling up and moving in: Connecting social practices views to policies and programs in adult education*. Paper presented at the annual meeting of the American Educational research Association, Chicago, April 9-13, 2007.
- Reder, S., & Bynner, J. (2007, April). *Digital divide: US and GB comparative analysis using longitudinal data*. Paper presented at the annual meeting of the American Educational research Association, Chicago, April 9-13, 2007.
- Reder, S. (2006, Dec). *Giving literacy away, again*. Paper presented at the National Reading Conference, Los Angeles, November 30-December 2, 2006.
- Reder, S. (2006, Dec). *The Longitudinal Study of Adult Learning*. Paper presented at the Meeting of the Minds Conference Sacramento, November 30-December 2, 2006.
- Reder, S. (2006, October). *A new conception of literacy in adult life*. Paper presented at the ProLiteracy Annual Conference, Atlanta, October 4-7, 2006.
- Reder, S. (2006, June). *Portraits of learners and learning: Interactions from the adult ESOL classroom*. Paper presented at the Research and Practice in Adult Education (RaPAL) conference, Glasgow, Scotland, June 21-June 22, 2006.

- Reder, S. (2006, June). *Time for change: Longitudinal research in adult literacy and numeracy learning*. Paper presented at the Research and Practice in Adult Education (RaPAL) conference, Glasgow, Scotland, June 21-June 22, 2006.
- Reder, S., & Kulongoski, K. (2006, April). *Using statewide administrative data for research, evaluation and policy development in adult education*. Paper presented at the annual meeting of the Commission on Adult Basic Education (COABE), Houston TX, April 27-29, 2006.
- Reder, S. (2006, April). *The development of literacy proficiency and literacy practices*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 7-11, 2006.
- Reder, S. (2005, July). *The effects of age on literacy development*. Paper presented at the 14th World Congress of Applied Linguistics (AILA), Madison, WI: July 24-29, 2005.
- Reder, S. (2005, May). *Reading practices in everyday life: Literacy development in adults*. Paper presented at the annual meeting of the Commission on Adult Basic Education (COABE), Anaheim CA, May 6, 2005.
- Brillianceau, D., Harris, K., Kurzet, R., Reder, S., Banke, S. (2005, April). *Sustained silent reading experiment with adult beginners*. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), San Antonio. March 30 – April 2, 2005.
- Reder, S. (2004, November). *Participation, practices and proficiency: Literacy development across the lifecourse*. NRDC Autumn Lecture: Institute of Education, University of London.
- Reder, S. (2004, August). *Intergenerational literacy: An Oregon Story*. Keynote address at Superintendent's Literacy and Secondary School Reform Institute. Portland, OR.
- Reder, S. (2004, July). *Bringing it home: Evolutionary and revolutionary program development*. Keynote address at Washington Institute for Student Success, Olympia, WA.
- Reder, S. (2004, May). *Longitudinal, cross-sectional, practitioner-informed and -informing research: The Lab School project and research on dyadic interaction*. Paper presented at the annual meeting of the American Association of Applied Linguistics, Portland OR.
- Reder, S. (2004, April). *Literacy, aging and lifespan cognitive development*. Paper presented at the annual meeting of American Educational Research Association, San Diego.
- Banke, S., Brillianceau, D., Harris, K., Kurzet, R., & Reder, S. (2004, March-April). *Sustained silent reading experiment with adult beginners*. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), San Diego.
- Reder, S., Brillianceau, D., & Hellermann, J. K. (2004, February). *Lived experience, video ethnography, and a "scientific experiment" in adult ESL*. Symposium presented at the University of Pennsylvania Ethnography in Education Forum, Philadelphia.
- Reder, S. *Giving literacy away, again: New conceptions of promising practice*. Paper presented at Rutgers International Symposium on Education, New Brunswick NJ, October 23-24, 2003.
- Reder, S. *A new multimedia adult English learner corpus for SLA research*. Paper presented at annual meeting of Second Language Research Forum, Tucson, October 16-19, 2003.

- Reder, S., Harris, K., Kurzet, R., Banke, S., Brillanceau, D., & Setzler, K. *The national adult ESOL labsite*. Paper presented at the Commission on Adult Basic Education conference, Portland, OR: April 27-30, 2003.
- Reder, S., & Strawn, C. *The longitudinal study of adult learning*. Paper presented at the Commission on Adult Basic Education conference, Portland, OR: April 27-30, 2003.
- Reder, S. *Adult literacy and ESOL research at NCSALL*. Paper presented at the 2003 National Meeting of Adult Education State Directors. Portland, OR: April 23-26, 2003.
- Reder, S., & Strawn, C. *Who is the adult learner and how do we know that? The Longitudinal Study of Adult Learning*. Paper presented at the annual meeting of the American Educational research Association, Chicago, April 21-25, 2003.
- Reder, S., & Harris, K.A. *The adult ESOL Labsite in TESOL's future*. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, Salt Lake City, April 9-13, 2002.
- Reder, S., Lynch, B. K., & Terdal, M. *An introduction to the adult ESOL Labsite*. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages, Salt Lake City, April 9-13, 2002.
- Reder, S. *Overview of the Lab School, classroom corpus, and "ClassAction" tools*. Paper presented at the annual meeting of the American Association of Applied Linguistics, Salt Lake City, April 6-9, 2002.
- Reder, S., Harris, K.A., Kurzet, R., Brillanceau, D., & Banke, S. *Using video clips of teachable moments for professional development*. Paper presented at the annual ORTESOL (Oregon Teachers of English to Speakers of Other Languages) Conference, Albany, Oregon, October 26, 1991.
- Reder, S. & Strawn, C. *Three research projects of the National Center for the Study of Adult Learning and Literacy*. Paper presented at the annual Oregon Basic Skills Development Conference, Corvallis, Oregon, August 13-15, 2001.
- Reder, S., & Morgan, D.A. *Age, literacy and learning*. Paper presented at the Health Literacy: Implications for Seniors Symposium, Washington DC, August 1-2, 2001.
- Reder, S. *Some initial findings from the Longitudinal Study of Adult Learning*. Paper presented at the annual CASAS Summer Institute, San Diego, June 20-22, 2001.
- Reder, S. *Longitudinal Study of Adult Learning*. Paper presented at the annual meeting of the International Reading Association, New Orleans, April 29-May 4, 2001.
- Reder, S. *Overview of the Longitudinal Study of Adult Learning*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, April 10-14, 2001.
- Reder, S. & Harris, K.A. *A Lab School for adult ESOL*. Paper presented at the annual conference of Teachers of English to Speakers of Other Languages, St. Louis, February 27-March 3, 2001.
- Reder, S. *An overview of some IALS findings from English-speaking nations*. Paper presented at the Annual Meeting of the International Dyslexia Association, Washington DC, November 8-11, 2000.

- Reder, S., & Harris, K. *A lab school for adult ESOL*. Paper presented at the annual ORTESOL Conference., Portland OR, October 27, 2000.
- Reder, S. *The longitudinal study of adult learning*. Paper presented to the Annual Meeting of the State Directors of Adult Education, Phoenix, July 27-29, 2000.
- Reder, S. *Some initial findings from the longitudinal study of adult learning*. Paper presented at the CASAS Summer Institute, San Diego, June 20-22, 2000.
- Reder, S. *Overview of the longitudinal study*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, April 24-28, 2000.
- Reder, S., & Edmonston, B. *Demographic change and literacy development in a decade*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, April 24-28, 2000.
- Reder, S. *Initial findings from the Longitudinal Study of Adult Learning*. Paper presented at the Annual Meeting of the National Reading Conference, Orlando, December 1-4, 1999.
- Reder, S. *Exploring the overlaps: Adult literacy and postsecondary education*. NCPI Policy Seminar, U.S. Department of Education, Washington DC, March 12, 1999. Sponsored by National Center for Postsecondary Improvement and National Center for the Study of Adult Learning and Literacy.
- Reder, S. *Identifying the impact of learning disabilities on adult life*. Paper presented at the annual conference of the International Dyslexia Association, San Francisco, November 11-13, 1998.
- Reder, S. *A longitudinal study of adult literacy development*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, April 13-17, 1998.
- Reder, S. *Formal and informal contexts of adult learning*. Invited paper presented at conference on "How Adults Learn" co-sponsored by the Organization for Economic Cooperation and Development and the U.S. Department of Education, Washington DC, April 6-8, 1998.
- Kissam, E., & Reder, S. *From immigrant enclave to Main Street, USA: The social policy implications of real-world language acquisition*. Paper presented to the annual meeting of the American Association of Applied Linguistics, Seattle, Washington, March 12-15, 1998.
- Reder, S. *Problems of polycontextuality and identity formation among nontraditional undergraduates*. Paper presented at annual meeting of American Anthropological Association, Washington DC, November 19-23, 1997.
- Reder, S. *University Studies: A student-centered approach to curriculum reform*. Panel presentation. Work Now and in the Future Conference, Portland, Oregon, November 3-4, 1997. (Organizer & Moderator).
- Reder, S. *Role of postsecondary education in school-to-career programs*. Concurrent keynote panel. Work Now and in the Future Conference, Portland, Oregon, November 6-7, 1996. (Organizer & Moderator).
- Reder, S. *Reform of higher education in the United States*. Invited lecture, Research Institute for Higher Education, Hiroshima University, Hiroshima, Japan, September 17, 1996

- Reder, S. *Reform of general education at Portland State University*. Invited lecture, Center for Research Development in Higher Education, Hokkaido University, Sapporo, Japan, September 13, 1996
- Reder, S., & Driscoll, A. *Assessment of university teaching and impact*. Invited lecture, Center for Research Development in Higher Education, Hokkaido University, Sapporo, Japan, August 19, 1996.
- Reder, S., & Driscoll, A. *Lifelong learning and community-based learning*. Invited lecture, Center for Research Development in Higher Education, Hokkaido University, Sapporo, Japan, August 13, 1996.
- Reder, S. *Issues in reform of postsecondary education*. Invited lecture, Center for Research Development in Higher Education, Hokkaido University, Sapporo, Japan, August 1, 1996.
- Reder, S. *Linkages among learning disabilities, literacy, poverty and the use of social services*. Keynote presentation to Region X Conference on Learning Disabilities and Attention Deficit Disorder. Seattle, April 22-23, 1996.
- Reder, S. *R&D Crossroads: Contrasting Perceptions of Research and Development Priorities for the Field.* Invited address, Special Interest Group on Adult Learning and Literacy, American Educational Research Association, New York, April 1996.
- Reder, S. *Literacy and community development: Time for a change*. Invited address, World Literacy Conference, Philadelphia, March 1996.
- Young, G., Gerber, P. J. Reder, S., & Cooper, R. *Learning disabilities and its impact on poverty and adult literacy programs*. Panel presentation at World Literacy Conference, Philadelphia, March 1996.
- Reder, S. *Serving migrants: Learning needs and native language literacy strategies as part of second language learning programs*. Paper presented at Fourth Binational Conference on Adult Education (Cuarta Conferencia Binacional en Educacion de Adultos), Philadelphia, March 1996.
- Reder, S. *Literacy, language and learning disabilities in the offender and general populations*. Paper presented at the American Probation and Parole Association meetings, Portland, Oregon, February 1996.
- Reder, S. *Contexts for learning English as a second language*. Keynote presentation to the Consortium for Workplace Education and Lifelong Learning, San Diego, February 1996.
- Reder, S. *Enabling and empowering skills at work: Creating incentives to learn*. Paper presented at Work Now and in the Future Conference, Portland, Oregon, November 1995.
- Reder, S. *Literacy lessons from the workplace*. Presentation at annual conference of the International Reading Association. April 29, 1995.
- Reder, S. *Family and school literacy: The pursuit of practice*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1995.
- Reder, S. *Issues in utilizing Census microdata samples to extrapolate results from large scale literacy assessment surveys*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 1995.

- Reder, S. *Literacy, race and equity*. Presentation at Equity '95 Conference, Portland, Oregon, April 3, 1995.
- Reder, S. *Our learners in the year 2000*. Keynote presentation, Quest for Quality Conference, Seattle, November 1994.
- Reder, S. *Literacy, equity and educational standards*. Presentation at the annual meeting of the National Council of Teachers of English, Orlando, Florida, November 11, 1994.
- Reder, S. *Synthetic estimates of literacy proficiency from U.S. Census microdata*. Invited presentation, annual conference of State Directors of Adult Education, Louisville, Kentucky, July 18, 1994.
- Reder, S. *Adult literacy and education*. National teleconference presentation sponsored by the National Adult Education Professional Development Consortium. May 11, 1994.
- Reder, S. *Literacy, equity and societal outcomes*. Paper presented at Literacy Research '95, a preconference of the Annual Meeting of the International Reading Association, Toronto, May 7, 1994.
- Reder, S. *Research Perspective: Literacy and minority issues*. Presentation at Native Literacy and Language Roundtable, Denver, Colorado, May 6, 1994.
- Reder, S. *What does the NALS measure: Issues of dimensionality and construct validity*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, April 1994.
- Reder, S. *Literacy and equity*. Paper presented at twenty-third annual Congressional Black Caucus Legislative Weekend, Washington DC, September 16, 1993.

Honors, Grants, and Fellowships

- Rockefeller University Graduate Fellowship, 1969-1974
- Social Science Research Council Fellow, 1971
- B.A. With Great Distinction, Stanford University, 1969
- Phi Beta Kappa, Stanford University, 1969

Membership in Professional Societies

- American Educational Research Association
- Teachers of English to Speakers of Other Languages
- American Association of Applied Linguistics

National Reading Conference

International Reading Association

Association for Computing Machinery

Principal Investigator or Project Director of Grants or Contracts

<u>Purpose of Grants/Contracts</u>	<u>Funding Sources</u>	<u>Dates</u>
Learner Web Development and National Demonstration Digital Divide	Institute of Museum and Library Services Department for Education and Skills (England)/University of London	10/07-09/10 01/07-03/08
Online adult literacy development	Oregon State Library (LSTA)	01/04-12/05
National Agricultural Workers Survey (NAWS) – survey methodology & analysis	U.S. Department of Labor/JBS Aguirre	10/98-09/08
Limited English proficiency in the workforce	National Institute for Occupational Safety & Health (NIOSH)	09/01-09/03
Longitudinal study of adult learning	Harvard University/U.S. Dep't of Educ. (OERI, IES) (NCSALL) National Institute for Literacy	08/97-07/07 10/06 – 03/08
National labsite for adult ESOL	Harvard University/U.S. Dep't of Educ. (OERI, IES) (NCSALL)	08/00-07/07
International perspectives on dyslexia	International Dyslexia Association	07/00-06/01
Intergenerational Literacy Study	National Institute for Literacy	09/98-12/98
Research on facilitation of work-based learning	Russell Sage Foundation	07/97-09/98
Develop & implement methods to estimate literacy for populations of small Census areas; develop statistical models of adult literacy and its impacts	U.S. Department of Education (OVAE); multiple state & local agencies (7 awards)	03/93-06/96
Miscellaneous small grants and contracts for research, technical assistance, training or evaluation (under \$10,000)	Numerous local, state, federal and private agencies (12 awards)	05/84-06/96

Research projects for the National Center on Adult Literacy	University of Pennsylvania (5 awards)	11/90-09/95
R&D to improve literacy instruction and equity of outcomes	U.S Department of Education (OERI) (5 awards)	12/90-09/95
Evaluate staff development program in adult literacy	Washington State Board for Community & Technical Colleges	01/94-09/95
Workplace literacy training demonstration projects; technical assistance, training, evaluation	Portland Community Coll., South Seattle Community Coll., Oregon Dept of Ed. (4 awards)	07/89-10/94
Study career & life planning among Oregon JOBS clients	National Institute for Literacy	11/92-10/93
Study literacy and communication in workplace	National Center for Research on Vocational Education (UC Berkeley)	01/92-12/92
Study of early childhood literacy programs	Multnomah County Library	03/92-10/92
Research on everyday creativity in work	Washington Office of Sup't of Public Instruction	10/91-07/92
Research & tech assistance on communication skills for the Information age	U.S Department of Education (OERI) (5 awards)	12/85-11/90
Develop & disseminate culturally appropriate parent training to support intergenerational learning	U.S Department of Education (OERI) (3 awards)	12/87-11/90
Research on workgroup communication & collaboration	US West Advanced Technologies (2 awards)	07/88-11/90
Development, training, technical assistance & evaluation of projects involving education, communication skills & technology	Multiple state agencies and local school districts in Oregon & Washington (11 awards)	3/87-7/90
Collaborate with Portland community agencies to train out-of-school youth	Fred Meyer Charitable Trust	05/87-04/88

Study group communication and decision making	U.S. Army Research Institute	07/86-07/89
Literacy learning among out-of-school youth	U.S Department of Education	01/85-06/86
Congressionally-mandated study of education, training & employment needs of American Samoans in Hawaii and mainland	U.S. Department of Labor	07/83-07/84
Ethnographic studies and modeling of adult literacy development; effects of changing technology on literacy develop.	National Institute of Education (5 awards)	12/81-11/85
National studies of refugee resettlement and acquisition of English language and literacy	U.S. Department of Health and Human Services (2 awards)	09/81-11/83

Professionally-Related Service

(Selected, not all current)

Member, Editorial Board, *Literacy and Numeracy Studies*

Member, Editorial Board, *Journal of Longitudinal and Life Course Studies*

Consulting Editor, *Adult Basic Education* journal

Reviewer, *Anthropology and Education* journal

Reviewer, *Reading Research Quarterly*

Reviewer, Board on Testing and Assessment, National Research Council

Reviewer, Economics and Social Science Research Council (England)

Board Member, ProLiteracy Worldwide

Board Member and Board President, Immigrant and Refugee Cultural Organization (IRCO)

Member, Advisory Board, Adult Literacy Media Alliance (New York City)

Member, Advisory Board, Hispanic Family Literacy Institute, National Center for Family Literacy.

Member, English as a Second Language Working Group, National Institute for Literacy

Member, Expert Panel, Adult English as a Second Language, U.S. Department of Education.

Member, Adult Reading Expert Panel, National Institute for Literacy

Member, Technical Working Group, BEST Assessment (Center for Applied Linguistics)

Member, Equipped for the Future Assessment, Technical Advisory Group (SRI/National Institute for Literacy)

Consultant, Oregon Department of Community Colleges and Workforce Development

Consultant, Oregon Progress Board

Consultant, Washington State Board for Community and Technical Colleges

Consultant, National Center for Public Policy and Higher Education

Consultant, Literacy Network of Greater Los Angeles

Participant, Planning Group for the National Assessment of Adult Literacy, U.S. Department of Education

Non-Governmental Organization (NGO) Delegate, UNESCO International Conference on Adult Education, Hamburg, Germany

Member, State Directors of Adult Education Research Committee

Member, Oregon Advisory Committee on the GED

Member, Oregon State Advisory Committee on Adult Education and Literacy

Co-founder, Columbia-Willamette Workplace Literacy Consortium

Program Committee Member, Conference on Computer-Supported Cooperative Work, 1992, 1994, 1996

Treasurer, Conference on Computer Supported Collaborative Work, 1988

President and Director, Board of Directors, International Refugee Center of Oregon (IRCO)

Moderator, The Bottom Line: Oregon Statewide Conference on Workplace Literacy (1987)

Moderator, Oregon Statewide Business Literacy Conference

Research Resource Group Member, International Reading Association

Consultant, Young Adult Literacy Assessment, National Assessment of Educational Progress, Educational Testing Service

BTOP Sustainable Broadband Adoption Community Anchor Institution Detail Template

Please complete the Anchor Institution Details worksheet by providing information on Community Anchor Institutions that will be directly involved in or benefit from the project. Add rows as necessary. All community anchor institutions should be given a specified list. A Community Anchor Institution is considered a minority-serving institution post-secondary educational institution with enrollment of minority students exceeding total enrollment. The "Role" column only requires a word or two, or a short phrase, not an explanation. A detailed explanation of the role of project partners and community anchor institutions should be provided in the essay portions of the application.

The data provided via this template will be subject to automated processing. Applicants are therefore required to provide this upload as an Excel file, and not to convert it to a PDF upload. Additionally, applicants should not modify the format of this file.

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BTOP SBA Community Anchor Institutions Detail Template

Title: **Learner Web Partnership: A Multi-State Support System for Broadband Adoption by**
 Easy Grants ID:

Facility Name	Organization	Address Line 1	City	State	Zip	Facility Type	Minority Serving Institution Type	Project Role
MINNESOTA								
Minnesota Workforce Center - Ramsey County/St. Paul	Ramsey County	2098 - 11th Avenue East	St. Paul	MN	55104	Other Government Facility	N/A	Provides broadband computer lab, refer individuals for services, provide lab access, host teacher and volunteer tutors
St. Paul Community Literacy Consortium	St. Paul Community Literacy Consortium	1318 Stanford Ave.	St. Paul	MN	55104	Other Government Facility	N/A	Will provide staff to assist clients in workforce computer lab; coordinate volunteer tutors, refer individuals for services
Minnesota Workforce Center - Minneapolis South	Hennepin County	777 East Lake St.	Minneapolis	MN	55407	Other Government Facility	N/A	Provides broadband computer lab, refer individuals for services, provide lab access, host teacher and volunteer tutors
Minneapolis ABE	Minneapolis Public Schools	1006 W Lake St	Minneapolis	MN	55408	Other Government Facility	N/A	Will provide staff to assist clients in workforce computer lab; coordinate volunteer tutors, refer individuals for services
Minnesota Workforce Center - Mankato	Blue Earth County	12 Civic Center Plaze, Suite 1600A	Mankato	MN	56001	Other Government Facility	N/A	Will install BBD connection in computer lab, refer individuals, provide lab access, host teacher and volunteer tutors
Minnesota Workforce Center - New Ulm	Brown County	1618 S. Broaddway St.	New Ulm	MN	56073	Other Government Facility	N/A	Will install BBD connection in computer lab, refer individuals, provide lab access, host teacher and volunteer tutors
Mankato ABE	ISD 77	110 Fulton St PO Box 8741	Mankato	MN	56001	Other Government Facility	N/A	Will provide staff to assist clients in computer lab; coordinate volunteer tutors, refer individuals for services
McDonough Public Housing, St. Paul	Public Housing Agency of the City of St. Paul	1544 Timberlake Rd.	St. Paul	MN	55117	Public Housing	N/A	Will provide updated computer lab with BBD connection, refer individuals, provide staff for computer lab to work with clients and manage volunteers
Project for Pride in Living	Same	1925 Chicago Ave,	Minneapolis	MN	55404	Other Community Support Organization	N/A	Will provide updated computer lab with BBD connection, refer individuals, provide staff for computer lab to work with clients and manage volunteers
NEW YORK								

Facility Name	Organization	Address Line 1	City	State	Zip	Facility Type	Minority Serving Institution Type	Project Role
Literacy West CORE Learning Center	Literacy Volunteers of Allegheny County	5455 State Rt. 19N	Belmont	NY	14813	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Niagara Falls Family Welcome Center	Orleans Niagara BOCES	1001 11th St.	Niagara Falls	NY	14301	School (k-12)	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Buffalo & Eire PL-East Delevan Branch	Buffalo Public Library	1187 East Delevan	Buffalo	NY	14201	Library	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
St. Adelbert's	St. Adelbert's Church	130 Kosciusko St.	Buffalo	NY	14201	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Matt Urban Center	Matt Urban Center	1081 Broadway	Buffalo	NY	14201	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Rochester Family Welcome	Rochester City School District	30 Hart St.	Rochester	NY	14605	School (k-12)	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
HUB-North Area Athletic & Education Center INC	Athletic & Education Center	507 Pond St.	Syracuse	NY	13208	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Dr. King Magnet School	Syracuse City School District	416 E. Raynor Ave.	Syracuse	NY	13203	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Dr. Weeks School	Syracuse City School District	710 Hawley Ave.	Syracuse	NY	13203	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Sidney L. Johnson Adult & Continuing Education Center	Syracuse City School District	573 East Genesee St.	Syracuse	NY	13208	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Northside Collaboratory	Syracuse City School District	800 N. Salina St.	Syracuse	NY	13208	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Golden Gloves Charities Athletic Club	Athletic & Education Center	N. Geddes St.	Syracuse	NY	13204	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
West Side Learning Center	Syracuse City School District	422 Gifford St.	Syracuse	NY	13204	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Bellevue Elementary	Syracuse City School District	530 Stolp Ave.	Syracuse	NY	13207	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Delaware Elementary	Syracuse City School District	900 S. Geddes St.	Syracuse	NY	13204	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together

Facility Name	Organization	Address Line 1	City	State	Zip	Facility Type	Minority Serving Institution Type	Project Role
James Geddes Computer Learning Center	Syracuse City School District	516 Burt St.	Syracuse	NY	13202	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Mundy Public Library	Mundy Public Library	1204 S. Geddes St.	Syracuse	NY	13204	Library	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Utica ACCESS Site	Madison Oneida BOCES	508 Second St.	Utica	NY	13501	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
MLK Elementary School	Utica City School District	1301 Howard Ave.	Utica	NY	13501	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Utica Public Library	Utica Public Library	303 Genesee St.	Utica	NY	13501	Library	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Kernan Elementary School	Utica City School District	929 York St.	West Utica	NY	13502	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Resource Center for Independent Living	Resource Center for Independent Living	409 Columbia St.	West Utica	NY	13502	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Herkimer Family Welcome Center	Herkimer BOCES	North Main St.	Herkimer	NY	13350	School (k-12)	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Amsterdam Family Welcome Center Riverfront Center	Hamilton Fulton Montgomery BOCES	2610 Riverfront Ctr.	Amsterdam	NY	12010	School (k-12)	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Plattsburgh Family Welcome Center	Champlain Valley Career & Technical Education Center	194 U.S. Oval	Plattsburgh	NY	12903	School (k-12)	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Malone Family Welcome Center	Franklin Essex BOCES	158 Finney Blvd.	Malone	NY	12953	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Ossining Middle School	Ossining Central School District	190 Croton Ave.	Ossining	NY	10562	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Sullivan Family Welcome Center/St. John St. Educational Center	Sullivan County BOCES	22 St. John St.	Monticello	NY	12701	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Vive School	Yonkers City School District	75 Riverdale Ave.	Yonkers	NY	10705	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together
Enrico Fermi School	Yonkers City School District	27 Poplar St.	Yonkers	NY	10701	School (k-12)	N/A	Will provide supervised BBD Computer Lab to allow volunteer tutors and learners to work together

Facility Name	Organization	Address Line 1	City	State	Zip	Facility Type	Minority Serving Institution Type	Project Role
Queens borough Public Library Family Welcome Center	Queensborough Public Library	37-44 21st. St.	Long Island	NY	11101	Library	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Center for Family Life	Center for Family Life	345 43rd St.	Brooklyn	NY	11232	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Opportunities for a Better Tomorrow	Opportunities for a Better Tomorrow	738 Fourth Ave.	Brooklyn	NY	12232	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Turning Point	Turning Point	5013 Seventh Ave.	Brooklyn	NY	11220	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Turning Point	Turning Point	5220 Fourth Ave.	Brooklyn	NY	11220	Other Community Support Organization	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
Lutheran Healthcare's Family Support Center	Lutheran Healthcare Center	6025 6th Ave.	Brooklyn	NY	11220	Medical or Healthcare Provider	N/A	Will provide BBD Computer Lab to allow volunteer tutors and learners to work together
SOUTH TEXAS								
Starr County Rural Technology Center	South Texas College	142 FM 3167	Rio Grande City	TX	78582	Community College	Hispanic Serving Institution	Will provide a broadband computer lab to address access to technology, literacy and learning opportunities for adults
Starr County Workforce Center	South Texas College	142 FM 3167	Rio Grande City	TX	78582	Community College	Hispanic Serving Institution	Will provide a broadband computer lab to address access to technology, literacy and learning opportunities for adults
Pecan Plaza	South Texas College	3201 W. Pecan	McAllen	TX	78501	Community College	Hispanic Serving Institution	Will provide a broadband computer lab to address access to technology, literacy and learning opportunities for adults
South Texas College Main Campus CLE	South Texas College	3201 W. Pecan	McAllen	TX	78501	Community College	Hispanic Serving Institution	Will provide a broadband computer lab to address access to technology, literacy and learning opportunities for adults
Mid-Valley Workforce Center	South Texas College	400 North Border	Weslaco	TX	78596	Community College	Hispanic Serving Institution	Will provide a broadband computer lab to address access to technology, literacy and learning opportunities for adults
Technology Campus Workforce Center	South Texas College	3700 W. Military Hwy.	McAllen	TX	78503	Community College	Hispanic Serving Institution	Will provide a broadband computer lab to address access to technology, literacy and learning opportunities for adults
CENTRAL TEXAS								

Facility Name	Organization	Address Line 1	City	State	Zip	Facility Type	Minority Serving Institution Type	Project Role
Austin Education Division	Austin Community College District	5930 Middle Fiskville Rd.	Austin	TX	78752	Community College	N/A	Lead organization; provides broadband services, coordinates volunteer training
Austin Free Net	same	2209 Rosewood Ave.	Austin	TX	78702	Other Community Support Organization	N/A	computer lab for access and training
Community Action, Inc.	same	PO Box 748	San Marcos	TX	78667	Other Community Support Organization	N/A	computer lab for access and training
Little Walnut Creek Branch	Austin Public Library	835 West Rundberg Lane	Austin	TX	78758-6736	Library	N/A	computer lab for access and training
San Marcos Public Library	same	625 E. Hopkins	San Marcos	TX	78666	Library	N/A	computer lab for access and training
Capital Area	Workforce Solutions	6505 Airport Blvd.	Austin	TX	78752	Other Government Facility	N/A	computer lab for access and training
Rural Capital Area	Workforce Solutions	1611 Chisholm Trail, Ste. 600	Round Rock	TX	78681-2935	Other Government Facility	N/A	computer lab for access and training
RICHMOND, CA								
Richmond Public Library		325 Civic Center Plaza	Richmond	CA	94804	Library	N/A	Lead organization; provides broadband services, coordinates volunteer training
Literacy for Every Adult Project	same	440 Civic Center Plaza	Richmond	CA	94804	Other Community Support Organization		computer lab for access and training
Monterey Pines	AF Evans Property Management	680 37th St.	Richmond	CA	94804	Public Housing	N/A	computer lab for access and training
Pullman Pointe Apartments	Community Housing Development Corp.	2989 Pullman Ave.	Richmond	CA	94804	Public Housing	N/A	computer lab for access and training
Barrett Plaza	Community Housing Development Corp.	700 Barrett Ave.	Richmond	CA	94804	Public Housing	N/A	computer lab for access and training
Nevin Community Center	same	598 Nevin Ave.	Richmond	CA	94801-3026	Other Government Facility	N/A	computer lab for access and training
Richmond Housing Authority	same	330 24th ST.	Richmond	CA	98404	Public Housing	N/A	computer lab for access and training
NEW ORLEANS								
Goodwill Industries of Southeastern Louisiana	same	3400 Tulane Ave.	New Orleans	LA	70119	Other Community Support Organization	N/A	Lead Organization for New Orleans Learner Web Broadband Partnership. Provides broadband computer lab, refer individuals for services, provide lab access, host teacher and volunteer tutors
Louisiana Technical College Region 1	same	5200 Blair Dr.	Metairie	LA	70001	Community College	N/A	Will provide access to broadband computer labs, refer individuals to services and host volunteer tutors
Louisiana Technical College Region 1	same	475 Manhattan Blvd.	Harvey	LA	70058	Community College	N/A	Provides broadband computer lab, refer individuals for services, provide lab access, host teacher and volunteer tutors

Facility Name	Organization	Address Line 1	City	State	Zip	Facility Type	Minority Serving Institution Type	Project Role
Incarcate Word Community Center	Catholic Charities Archdiocese of New Orleans Educational Services	8326 Apricot St. 2nd Floor	New Orleans	LA	70118	Other Community Support Organization	N/A	Will provide broadband computer lab, recruit individuals for services, recruit and host tutors specifically for English Language Learner populations
Mary Queen of Vietnam	Catholic Charities Archdiocese of New Orleans Educational Services	14001 Dwyer Blvd.	New Orleans	LA	70129	Other Community Support Organization	N/A	Will provide broadband computer lab, recruit individuals for services, recruit and host tutors specifically for English Language Learner populations
Hispanic Apostolate Community Services Program	Catholic Charities Archdiocese of New Orleans Educational Services	2809 Harvard Ave.	New Orleans	LA	70006	Other Community Support Organization	N/A	Will provide broadband computer lab, refer individuals for services, host teacher and volunteer tutors
Mahalia Jackson Early Childhood and Family Learning Center	Central City Renaissance Alliance (CCRA) Community Technology Access Center - Public Access Lab	2045 Jackson Ave.	New Orleans	LA	70125	Other Community Support Organization	N/A	Will provide broadband computer lab, recruit individuals for services, recruit and host teacher, lab assistant and volunteer tutors
Mahalia Jackson Early Childhood and Family Learning Center	Central City Renaissance Alliance (CCRA) Community Technology Access Center - Computer Classroom	2045 Jackson Ave.	New Orleans	LA	70125	Other Community Support Organization	N/A	Will provide broadband computer lab, recruit individuals for services, recruit and host teach, lab assistant and volunteer tutors
Jefferson Parish Public School System - Even Start Family Literacy Program	Same	2590 Barataria Boulevard	Marrero	LA	70072	School (k-12)	N/A	Will provide a broadband computer lab for families and parents participating in their family literacy program
Harmony Oaks Community Center	Harmony Oaks Neighborhood Association and Urban Strategies	2514 Washington Ave.	New Orleans	LA	70125	Public Housing	N/A	Will provide a broadband computer lab for job training participants, low-income families and vulnerable residents in the surrounding area
Sojourner Truth Neighborhood Center	Catholic Charities Archdiocese of New Orleans	2200 Lafitte St.	New Orleans	LA	70119	Public Housing	N/A	Will provide a broadband computer lab to address access to technology, literacy and learning opportunities for youth, adults and seniors
Literacy Alliance	Same	6363 St. Charles Ave. Campus	New Orleans	LA	70118	Other Community Support Organization	N/A	Will provide staff to coordinate volunteer tutors, recruit volunteers and participants
Loyola University	Lindy Boggs National Center for Community Literacy	6363 St. Charles Ave. Campus Box 63	New Orleans	LA	70118	Other Institution of Higher Education	N/A	Provide local technical support to coordinate effective communication among the partners and other relevant stakeholders at the local, state and national levels

Facility Name	Organization	Address Line 1	City	State	Zip	Facility Type	Minority Serving Institution Type	Project Role
Sheriff's Office	same	819 S. Broad Ave.	New Orleans	LA	70119	Public Safety Entity	N/A	Will provide a broadband computer lab to address access to technology, literacy and learning opportunities for adults

U.S. Department of Commerce
Broadband Technology Opportunities Program
Authentication and Certifications

1. I certify that I am the duly Authorized Organization Representative (AOR) of the applicant organization, and that I have been authorized to submit the attached application on its behalf.
2. I certify that I have examined this application, that all of the information and responses in this application, including certifications, and forms submitted, all of which are part of this grant application, are material representations of fact and true and correct to the best of my knowledge, that the entity(ies) that is requesting grant funding pursuant to this application and any subgrantees and subcontractors will comply with the terms, conditions, purposes, and federal requirements of the grant program; that no kickbacks were paid to anyone; and that a false, fictitious, or fraudulent statements or claims on this application are grounds for denial or termination of a grant award, and/or possible punishment by a fine or imprisonment as provided in 18 U.S.C. §1001 and civil violations of the False Claims Act.
3. I certify that the entity(ies) I represent have and will comply with all applicable federal, state, and local laws, rules, regulations, ordinances, codes, orders and programmatic rules and requirements relating to the project. I acknowledge that failure to do so may result in rejection or deobligation of the grant or loan award. I acknowledge that failure to comply with all federal and program rules could result in civil or criminal prosecution by the appropriate law enforcement authorities.
4. I certify that the entity(ies) I represent has and will comply with all applicable administrative and federal statutory, regulatory, and policy requirements set forth in the Department of Commerce Pre-Award Notification Requirements for Grants and Cooperative Agreements ("DOC Pre-Award Notification"), published in the Federal Register on February 11, 2008 (73 FR 7696), as amended; DOC Financial Assistance Standard Terms and Conditions (Mar. 8, 2009); the Department of Commerce American Recovery and Reinvestment Act Award Terms (Apr. 9, 2009); and any Special Award Terms and Conditions that are included by the Grants Officer in the award.
5. I certify that any funds awarded to the entity(ies) I represent as a result of this application will not result in any unjust enrichment of such entity(ies) or duplicate any funds such entity(ies) receive under federal universal service support programs administered by the Universal Service Administrative Corporation (USAC).
6. I certify that the entity(ies) I represent has secured access to pay the 20% of total project cost or has petitioned the Assistant Secretary of NTIA for a waiver of the matching requirement.

March 15, 2010 _____
Date


Authorized Organization Representative Signature

William Helsley _____
Print Name

Lead Grant Specialist _____
Title

BTOP Public Computer Center and Sustainable Broadband Detailed Budget

Please complete the Detailed Budget, breaking out individual line items under each category heading (add rows to each section as necessary to accommodate your line items). Please ensure line item total columns in the "General" and "Detail" sections are equal for each line item (a yellow highlight indicates an inconsistency). Also, you may utilize the provided space for additional notes, if desired (there is also a Budget Narrative question in the application in which you provide narrative detail on this budget).

Specifics needed for each cost category line item:

Personnel: For each position, list the number of positions, the location or geography of position, the job/task responsibilities for the position, the annual salary, and the percent of time a person at the position will spend working on the proposed BTOP project. For lines with more than one position, the Quarters Employed field should represent number of quarters per person (e.g. for two employees each working for one year, Quarters Employed should be 4 rather than 8).

Fringe: For each position, note the number of positions, the annual salary, the percent of time a person filling this position will spend working on the proposed BTOP project, and the fringe rate applicable to the position. For lines with more than one position, the Quarters Employed field should represent number of quarters per person (e.g. for two employees each working for one year, Quarters Employed should be 4 rather than 8).

Equipment: List all equipment units required for the project and provide program purpose. For each item, note the number of units and the unit cost. The multiple of these two factors will yield the total for that line item. For example, an Applicant planning to buy 100 laptops at \$500/laptop would have a total line item cost of \$50,000. Again, although unit costs may include cents, once multiplied by the number of units, the result must be rounded to the nearest whole dollar. Clearly separate *IT* equipment and user equipment, as indicated in the detailed budget template. When providing unit cost indicate whether the unit cost has been impacted by a discount and for software equipment list specific package names.

Travel: For each trip list the program purpose of the trip, destination city and the number of people traveling. For each line item (e.g., trip), note the number of trips and the cost per trip. The multiple of these two factors will yield the total for that line item. For example, if the Applicant was accounting for 10 trips at \$25 per trip, the total cost would be \$250. The cost per trip should be justified on its own, *not* derived by dividing the line item total by the number of trips. Such calculation will prompt further inquiry from the reviewers about justification for the trip cost. Rather, the *total* trip cost should be derived from the number of trips *times* the justifiable cost per trip.

Supplies: Separate supplies by item type, describing the program purpose or use. For each line item, note the number of units and the unit costs. The multiple of these two factors will yield the total for that line item. For example, an Applicant planning to buy 20 boxes of printer paper at \$30/box would have a total line item cost of \$600. Again, although unit costs may include cents, once multiplied by the number of units, the result must be rounded to the nearest whole dollar.

Other: Separate item types; for awareness program cost items, such as ads, separate advertising (radio, newspaper, etc) and include geography in which they will run.

Contractual: For each line item, identify the contractor and note the number of contracted hours.

and hourly rate, if applicable. For example, an Applicant planning to hire a technology consultant for 100 hours at a rate of \$40/hour would have a total line item cost of \$4,000.

Indirect: Provide the indirect rate and basis used. In the space provided at the bottom of the template, briefly explain the calculation used to derive the indirect costs (including the indirect rate and basis). If a negotiated indirect cost rate agreement exists and is being used, identify the cognizant agency.

The category subtotals for this Detailed Budget should correspond to the data provided in SF-424A, and both the SF-424 budget and this Detailed Budget should match the Federal Grant Request and Total Match Amount provided on the Project Budget page of the application. Review both budget uploads, the budget narrative in the application, and the Project Budget for consistency before submitting the application. If you are submitting a PCC project with SF-424C instead of an SF-424A, the sections of this Detailed Budget will not align directly with the categories of the SF-424C, but you should complete this Detailed Budget, allocating costs to appropriate cost categories.

The data provided via this template will be subject to automated processing. Applicants are therefore required to provide this upload as an Excel file, and not to convert it to a PDF prior to upload. Additionally, applicants should not modify the format of this file.

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**BTOP Public Computer Center and Sustainable Broadband Adoption
Detailed Budget Template**

Easy Grants ID: **No. 6651**
 Applicant: **Portland State University**
 Project Title: **PSU LearnerWeb Broadband Partnership**

SF-424A Object Class Category	General	Detail							
a. Personnel - List position, number of staff, annual salaries, % time spent on project	Position	Federal Support	Matching Support	Total	# of Positions	Salary	% Time Spent on Project	Quarters Employed	Total
	PI Steve Reder	\$78,630.00	\$78,630.00	\$157,260.00	1	\$125,808.00	50%	10.00	\$157,260.00
	Learner Web Technology Director Vid Mihaescu	\$123,750.00		\$123,750.00	1	\$49,500.00	100%	10.00	\$123,750.00
	Learner Web Technology Systems Programmer Glen Sasek	\$42,684.00		\$42,684.00	1	\$42,684.00	100%	4.00	\$42,684.00
	BTOP Project Coordinator	\$110,000.00		\$110,000.00	1	\$44,000.00	100%	10.00	\$110,000.00
	GRAs - Training and Technology (1 = LING, 1 = CLAS match)	\$31,470.00	\$31,470.00	\$62,940.00	2	\$12,588.00	100%	10.00	\$62,940.00
	GRA - Translation	\$6,294.00		\$6,294.00	1	\$12,588.00	100%	2.00	\$6,294.00
	LING/CLAS match: Grants Administrator Leslie Wright		\$23,125.00	\$23,125.00	1	\$37,000.00	25%	10.00	\$23,125.00
	LING/CLAS match: IELP instructor Errin Beck		\$4,048.00	\$4,048.00	1	\$40,480.00	5%	8.00	\$4,048.00
	LING/CLAS match: IELP instructor Alexandra Cesar		\$4,048.00	\$4,048.00	1	\$40,480.00	5%	8.00	\$4,048.00
	LING/CLAS match: IELP instructor Darbra Smith		\$4,048.00	\$4,048.00	1	\$40,480.00	5%	8.00	\$4,048.00
	ENG/CLAS match: professor Dan DeWeese		\$4,859.00	\$4,859.00	1	\$48,590.00	5%	8.00	\$4,859.00
	ENG/CLAS match: professor Greg Jacob		\$7,328.00	\$7,328.00	1	\$73,280.00	5%	8.00	\$7,328.00
	ENG/CLAS match: professor Hildy Miller		\$9,883.00	\$9,883.00	1	\$98,830.00	5%	8.00	\$9,883.00
	MTH/CLAS match: professor Paul Latiolais		\$11,080.00	\$11,080.00	1	\$110,800.00	5%	8.00	\$11,080.00
	SS/FADM match: Bill Ryder		\$4,968.00	\$4,968.00	1	\$49,680.00	5%	8.00	\$4,968.00
	ED/GSE match: professor Pat Burk		\$9,701.00	\$9,701.00	1	\$97,010.00	5%	8.00	\$9,701.00
				\$0.00					\$0.00
	Subtotal	\$392,828.00	\$193,188.00	\$586,016.00					

b. Fringe Benefits - Include salaries and fringe rate.	Position	Federal Support	Matching Support	Total	# of Positions	Salary	% Time Spent on Project	Quarters Employed	Fringe Rate	Total
	PI Steve Reder	\$30,666.00	\$30,666.00	\$61,332.00	1	\$125,808.00	50%	10.00	39.00%	\$61,331.40
	Learner Web Technology Director Vid Mihaescu	\$63,113.00		\$63,113.00	1	\$49,500.00	100%	10.00	51.00%	\$63,112.50
	Learner Web Technology Systems Programmer Glen Sasek	\$24,757.00		\$24,757.00	1	\$42,684.00	100%	4.00	58.00%	\$24,756.72
	BTOP Project Coordinator	\$60,500.00		\$60,500.00	1	\$44,000.00	100%	10.00	55.00%	\$60,500.00
	GRAs - Training and Technology (1 = LING, 1 = CLAS match)	\$629.00	\$629.00	\$1,258.00	2	\$12,588.00	100%	10.00	2.00%	\$1,258.80
	GRAs - Translation	\$126.00		\$126.00	1	\$12,588.00	100%	2.00	2.00%	\$125.88
	LING/CLAS match: Grants Administrator Leslie Wright		\$11,794.00	\$11,794.00	1	\$37,000.00	25%	10.00	51.00%	\$11,793.75
	LING/CLAS match: IELP instructor Errin Beck		\$1,417.00	\$1,417.00	1	\$40,480.00	5%	8.00	35.00%	\$1,416.80
	LING/CLAS match: IELP instructor Alexandra Cesar		\$1,417.00	\$1,417.00	1	\$40,480.00	5%	8.00	35.00%	\$1,416.80
	LING/CLAS match: IELP instructor Darbra Smith		\$1,417.00	\$1,417.00	1	\$40,480.00	5%	8.00	35.00%	\$1,416.80
	ENG/CLAS match: professor Dan DeWeese		\$1,701.00	\$1,701.00	1	\$48,590.00	5%	8.00	35.00%	\$1,700.65
	ENG/CLAS match: professor Greg Jacob		\$2,565.00	\$2,565.00	1	\$73,280.00	5%	8.00	35.00%	\$2,564.80
	ENG/CLAS match: professor Hildy Miller		\$3,459.00	\$3,459.00	1	\$98,830.00	5%	8.00	35.00%	\$3,459.05
	MTH/CLAS match: professor Paul Latiolais		\$3,878.00	\$3,878.00	1	\$110,800.00	5%	8.00	35.00%	\$3,878.00
	SS/FADM match: Bill Ryder		\$1,739.00	\$1,739.00	1	\$49,680.00	5%	8.00	35.00%	\$1,738.80
	ED/GSE match: professor Pat Burk		\$3,395.00	\$3,395.00	1	\$97,010.00	5%	8.00	35.00%	\$3,395.35
				\$0.00						\$0.00
	Subtotal	\$179,791.00	\$64,077.00	\$243,868.00						

c. Travel - For significant costs, include details such as number and purpose of trips, destinations.	Purpose of Trip	Federal Support	Matching Support	Total	# of Trips	Cost per Trip	Total
	2x Learning Plan Design Team meetings, St. Paul (3 people, 2 days @ \$900/ person/ meeting (airfare, hotel, per diem, misc))	\$5,400.00		\$5,400.00	2	\$2,700.00	\$5,400.00

	4x National Leadership Team meetings, Portland (2 days beverages = \$200, one hosted dinner = \$800, meeting room = \$500)	\$6,000.00		\$6,000.00	4	\$1,500.00	\$6,000.00
				\$0.00			\$0.00
				\$0.00			\$0.00
Subtotal		\$11,400.00	\$0.00	\$11,400.00			

d. Equipment Costs - List equipment with # of units and unit costs. Distinguish between equipment intended for applicant use versus equipment for the end user.							
	Equipment Description	Federal Support	Matching Support	Total	#Units	Unit Cost	Total
Applicant Equipment							
	Database Server	\$10,000.00		\$10,000.00	1	\$10,000.00	\$10,000.00
	Media Server	\$10,000.00		\$10,000.00	1	\$10,000.00	\$10,000.00
				\$0.00			\$0.00
				\$0.00			\$0.00
User Equipment							
				\$0.00			\$0.00
				\$0.00			\$0.00
				\$0.00			\$0.00
				\$0.00			\$0.00
Subtotal		\$20,000.00	\$0.00	\$20,000.00			

e. Supplies - List costs associated with materials/printing, curriculum, translations, and other supplies							
	Description	Federal Support	Matching Support	Total	#Units (If Applicable)	Unit Cost (If Applicable)	Total
	Office supplies	\$1,200.00		\$1,200.00			\$0.00
	Software	\$2,000.00		\$2,000.00			\$0.00
	Books, materials, photocopying	\$1,200.00		\$1,200.00			\$0.00
				\$0.00			\$0.00
Subtotal		\$4,400.00	\$0.00	\$4,400.00			

f. Contractual - List contractors with purpose of contract, hourly rate or total fixed rate.							
	Contractor	Federal Support	Matching Support	Total	# Hours (If Applicable)	Hourly Rate (If Applicable)	Total Contract
	David Rosen (incl travel 2x to MN, 4x to PDX)	\$74,000.00		\$74,000.00			\$0.00
	Heide Wrigley (incl travel 2x to MN, 4x to PDX, 2x to sites)	\$17,000.00		\$17,000.00			\$0.00
				\$0.00			\$0.00
				\$0.00			\$0.00
Subtotal		\$91,000.00	\$0.00	\$91,000.00			

g. Construction - If applicable, list construction costs				
	Description	Federal Support	Matching Support	Total
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Subtotal		\$0.00	\$0.00	\$0.00

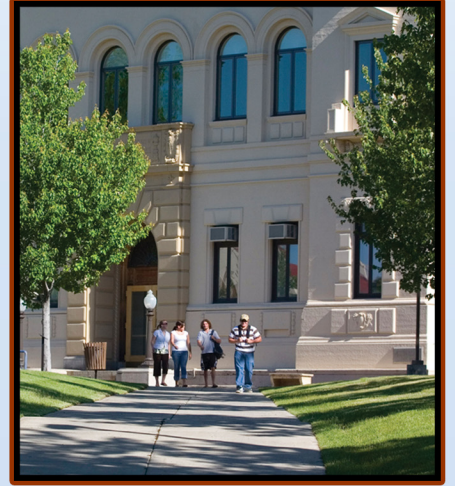
h. Other - List costs associated with grant subrecipients as well as other costs not listed above such as rent, technology (website hosting, internet connection), advertising (TV, radio, online), etc.						
Description	Federal Support	Matching Support	Total	#Units (If Applicable)	Unit Cost (If Applicable)	Total
Telephones	\$4,860.00		\$4,860.00			\$0.00
Long distance charges	\$3,000.00		\$3,000.00			\$0.00
New OIT servers: one-time set-up fees	\$2,098.00		\$2,098.00			\$0.00
OIT servers: operating cost (2 new; 1 existing = match; \$1238/yr x 2.5 yrs)	\$6,190.00	\$3,095.00	\$9,285.00			\$0.00
GRA Tuition Remission (12 GRA/terms @ \$3000 (+ 10 terms CLAS GRA match))	\$36,000.00	\$30,000.00	\$66,000.00			\$0.00
SUBRECIPIENTS:						
Central Texas Literacy Coalition	\$113,208.00	\$143,060.00	\$256,268.00			\$0.00
Minnesota Literacy Council	\$281,735.00	\$242,738.00	\$524,473.00			\$0.00
New Orleans Goodwill Partnership	\$533,379.00	\$369,273.00	\$902,652.00			\$0.00
New York Cayuga College Literacy Partnership	\$561,189.00	\$736,282.00	\$1,297,471.00			\$0.00
Proliteracy	\$129,625.00	\$13,184.00	\$142,809.00			\$0.00
Richmond CA Library	\$396,659.00	\$562,224.00	\$958,883.00			\$0.00
South Texas College	\$176,856.00	\$76,974.00	\$253,830.00			\$0.00
			\$0.00			\$0.00
Subtotal	\$2,244,799.00	\$2,176,830.00	\$4,421,629.00			

i. Total Direct Charges (sum of a-h)	\$2,944,218.00	\$2,434,095.00	\$5,378,313.00
j. Indirect Charges	\$373,813.00	\$118,463.00	\$492,276.00
Total Eligible Project Costs	\$3,318,031.00	\$2,552,558.00	\$5,870,589.00
Match Percentage	43.5%		

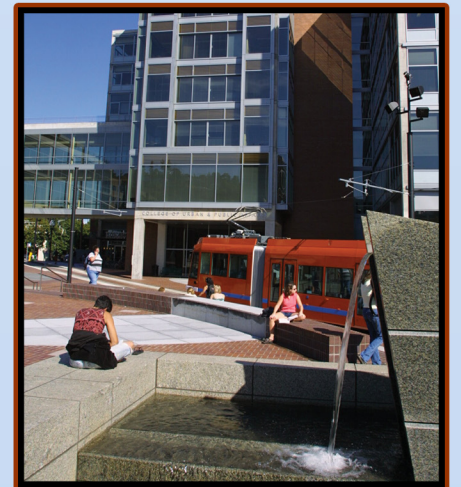
Explanation of Indirect Charges

PSU negotiated provisional indirect cost rate is 45.5% except on (a) equipment over \$5000/item; (b) tuition remission, and (c) portion of subcontracts > first \$25,000; indirect match at same rate on matched PSU salaries, benefits, server hosting.

Additional Budget Notes



2009 ANNUAL FINANCIAL REPORT



OREGON UNIVERSITY SYSTEM

EASTERN OREGON UNIVERSITY OREGON INSTITUTE OF TECHNOLOGY
OREGON STATE UNIVERSITY PORTLAND STATE UNIVERSITY SOUTHERN OREGON UNIVERSITY
UNIVERSITY OF OREGON WESTERN OREGON UNIVERSITY

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For information about the financial data included in this report, contact:

Michael J. Green, CPA
Associate Vice Chancellor for Finance and Administration and Controller
Oregon University System
PO Box 488
Corvallis, OR 97339-0488
541-737-3636

You may view this financial report at
http://www.ous.edu/cont-div/reports/annfinst_fy2009.php

or

Visit the OUS home page at
<http://www.ous.edu>

System Universities

Eastern Oregon University

EOU was founded in 1929 as a teachers college and today serves its regional mission through programs in the liberal arts; professional programs in business, education, and community service; and cooperative programs in agriculture and nursing. EOU is located in La Grande, Oregon.

Oregon Institute of Technology

OIT, the Northwest's only polytechnic institution, was founded in 1947 and serves the state with programs in business, engineering and health technologies, and a cooperative program in nursing. OIT is located in Klamath Falls, Oregon.

Oregon State University

OSU, one of only two universities in the country to hold land, space, sea, and sun grant designations, was founded in 1858 and provides programs in the liberal arts and sciences, and professional programs in agricultural sciences, business, education, engineering, forestry, health and human sciences, oceanography, pharmacy, and veterinary medicine. OSU is located in Corvallis, Oregon. OSU-Cascades Campus, in Bend, Oregon, opened in Fall 2001 as a branch campus on the site of its major partner, Central Oregon Community College.

Portland State University

PSU, located in downtown Portland, Oregon, is an urban university founded in 1946 and offers liberal arts and sciences programs and professional programs in business, education, engineering, health, performing arts, social work, and urban and public affairs.

Southern Oregon University

SOU, located in Ashland, Oregon, was founded in 1882 and provides liberal arts and sciences programs; professional programs in business, education, and performing arts; and a cooperative program in nursing.

University of Oregon

UO was founded in 1876 and is a major liberal arts and sciences university with professional programs in architecture and allied arts, business, education, journalism, law, music and performing arts, and planning and public policy. UO is located in Eugene, Oregon.

Western Oregon University

WOU was founded in 1856 as a teachers college and provides programs in liberal arts and sciences and professional programs in education, business, and public services. WOU is located in Monmouth, Oregon.



Oregon State Board of Higher Education

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Board President, Portland, OR

James L. Francesconi
Board Vice President, Portland, OR

Antone C. Van Vliet
Board Vice President, Corvallis, OR

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Portland, OR

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Preston Pulliams
Portland, OR

Hannah R. Fisher
Portland, OR

Dalton Miller-Jones
Portland, OR

Kirk E. Schueler
Bend, OR

Allyn C. Ford
Roseburg, OR

Rosemary Powers
La Grande, OR

David V. Yaden
Lake Oswego, OR

Oregon University System Executive Officers

George P. Pernsteiner
Chancellor

Jay D. Kenton
Vice Chancellor for Finance and Administration

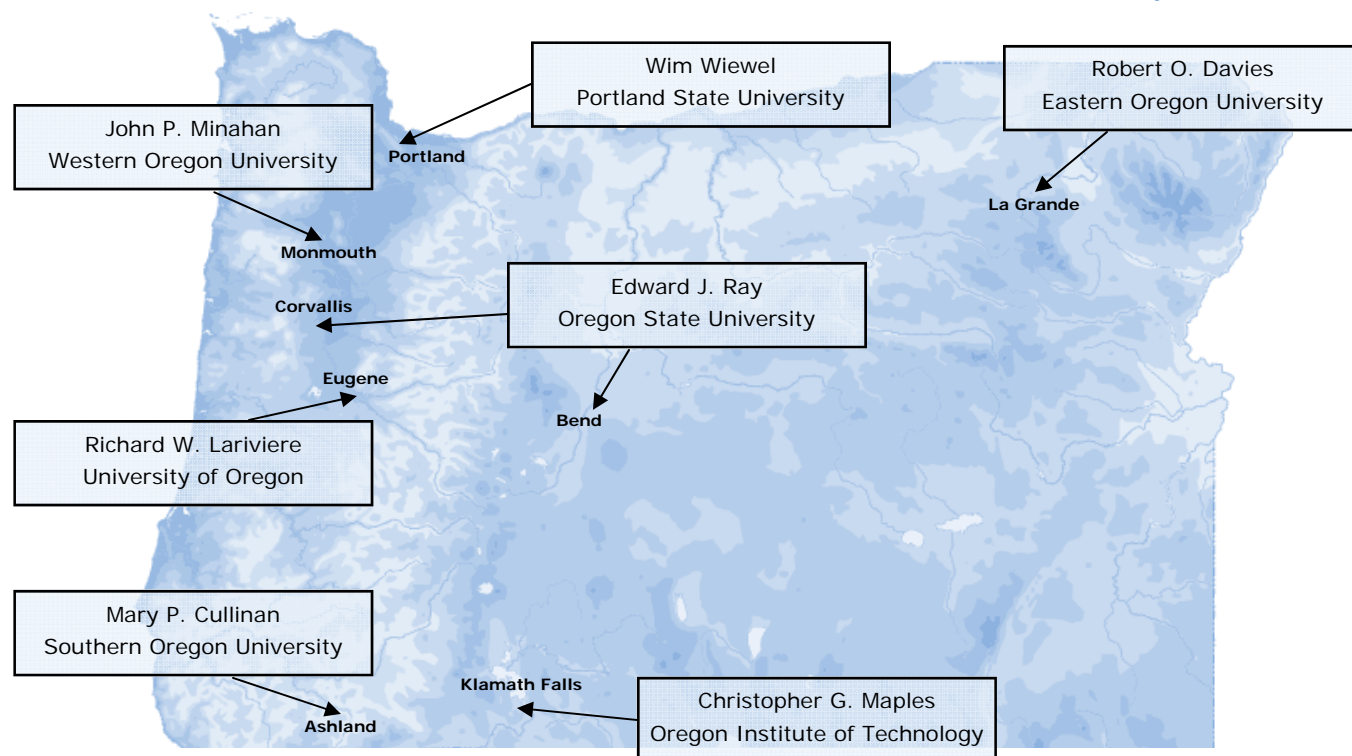
Michael J. Green
Associate Vice Chancellor for Finance and
Administration and Controller

Ryan J. Hagemann
Legal Counsel and Board Secretary

Brian W. Meara
Assistant Vice Chancellor for Budget
Operations

Susan F. Weeks
Vice Chancellor for Strategic Programs and Planning

University Presidents



Message from the Chancellor

During such a volatile economic period as Oregon and the U.S. have experienced over the past year, it is not surprising that the Oregon University System faced some of its toughest challenges to date in 2008-09. What is more surprising, though, is that the system also accomplished a number of major successes and milestones during one of the worst budget periods in our history.

2009 Legislative Session

Being a Legislative Session year, the OUS was busy collectively, and at the campus level, working with the Oregon Legislature to determine priorities, advocate for adequate operating and capital budgets, work to keep tuition increases down to the lowest possible levels given state funding cuts, and work with state and federal partners to seek and deploy stimulus funding as it became available. At the same time, the State Board of Higher Education worked through its various committees and working groups to develop legislative proposals; to pursue Board goals in the areas of access, affordability, quality, retention, graduation, and research; and examine new governance approaches within the OUS. While none of the Board's "Policy Option Packages" presented to the Legislature were able to be funded because of the state fiscal crisis, much was accomplished through the Board's focus on increasing educational attainment rates, helping underserved students attend and complete college, and ensuring statewide access to higher education from Oregon's most rural areas to its growing metropolitan centers.

While early indicators showed potential 2009-2011 funding cuts of more than 20%, the OUS saw an operating budget decrease of about 9% after use of stimulus funds. This kept tuition increases down to an average of 5% for OUS's "small" campuses (Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University, and Western Oregon University), and an average of 8% for OUS's "big" campuses (Oregon State University, Portland State University, and University of Oregon), while also restoring some funding to OSU's Statewide Public Services. While these increases moved beyond the Board's 4-year policy of aligning tuition increases with Median Family Income increases, campuses committed to using 30% of the revenues from higher tuition to fund need-based aid for students, thus minimizing the impact of tuition increases for Oregon's most at-risk students and families.

Enrollment and Student Success

Reaching an all time record enrollment of 86,546 students in fall 2008 – an increase of 5.2% over fall 2007 – campuses worked diligently to serve a growing population of diverse students through high quality instruction, support and specialized services. Enrollment increases are expected in fall 2009, with student demand in Oregon remaining strong. The Board is targeting many of its resources, determining the best ways to increase the number of underserved students in the state who go on to college after graduating from high school. In Oregon, "underserved" include students from rural areas, who are first-generation in their family to attend college, those from low- and low/moderate income backgrounds, students of color, disabled students, and others who need support to access higher education, stay in college, and be successful to graduation.

Stimulating the Oregon Economy

As the Oregon economy continued to worsen in 2009, the Governor and Legislature designated state stimulus funding to the OUS for capital repair and deferred maintenance projects that both made progress on needed facilities repairs, and created and retained jobs in Oregon. The almost \$88 million in state stimulus dollars funded more than 90 projects at all seven OUS institutions, as well as many projects within the OSU Statewide Public Services, including the Agricultural Experiment Stations in counties across Oregon, and at the Hatfield Marine Science Center. In 2008-09, OUS received about \$56 million in federal stimulus funds which replaced state budget losses. In 2009-11, OUS will receive such funds again as well as stimulus money through grants for which campus faculty and researchers are applying, from agencies such as the National Science Foundation, the National Institute of Health, and the U.S. Geological Survey.

Counter to the state of the economy over the last year, the OUS research universities continued to see increases in grants and contracts, setting new records and extending the innovative work of our faculty in new and unique ways. Also counter to the economy, some institutions saw increases in alumni, community, and other donations, reflecting the importance that Orego-



George Pernsteiner

nians place on our universities as centers of knowledge and as economic drivers for the state.

Looking Ahead

Over the next year, OUS will continue to focus on Board priorities such as: increasing educational attainment rates for Oregonians; improving retention and graduation rates for our students; seeking, managing and transparently reporting on state and federal stimulus funding received for a variety of projects; continuing to strengthen partnerships with community colleges in order to better serve student needs across the state, particularly in rural areas; and examining ways to meet the challenges of reduced state funding, now a long-term trend that will not likely change in Oregon in the foreseeable future, including consideration of governance changes for our universities.

In Oregon, we are fortunate in many ways. We have thousands of committed faculty, staff, students and community members who work hard every day to ensure the strength and integrity of our state higher education system. Thus, we remain optimistic, and continue to look for the sometimes hidden opportunities that arise in the worst of times, and which will ultimately lead us to the best of times.



Chancellor, Oregon University System

October 2009

Top Campus Accomplishments 2008-09

Eastern Oregon University

- The State Board of Higher Education selected Dr. Bob Davies as EOU's new President. Davies was formerly the Vice President for University Relations and the Executive Director of the Foundation for Indiana University of Pennsylvania.
- The EOU Foundation received an anonymous gift of \$1.5 million, the largest single private donation in EOU history, which will provide scholarships and unrestricted funds for Foundation-supported programs.
- EOU was one of nine institutions nationwide selected by the Association of American Colleges and Universities (AAC&U) to develop systemic processes for mapping high impact practices onto institutional learning outcomes and for making excellence available to underserved students through the "Give Students a Compass" project.
- Retention of first-year students at EOU increased from 54 percent to 72 percent by focusing on student success.
- The National Association of Intercollegiate Athletics recognized EOU as a *Champions of Character* institution

based on its demonstration of the five core values: respect; integrity; responsibility; servant leadership; and sportsmanship.



Oregon Institute of Technology

- The State Board of Higher Education appointed Dr. Christopher G. Maples, former Desert Research Institute Vice President, as the new President of Oregon Institute of Technology.
- In response to high unemployment in Oregon, OIT offered a one-time program of waived tuition for the spring term 2009 at the Klamath Falls campus for unemployed Oregonians, into which 16 students enrolled.
- OIT signed new articulation agreements with several community colleges, allowing students to experience a seamless pathway from an associate degree to a baccalaureate program. New articulation agreements are in place with several community colleges: Blue Mountain, Central Oregon, Chemeketa, Clackamas, College of the Redwoods, College of the Siskiyou, Edmonds, Klamath, Lane, Linn-Benton, Mt. Hood, Portland, Rogue, Shasta College, Southwest Oregon, Tillamook Bay and Umpqua.
- A geothermal well was drilled to a depth of more than one mile, providing a resource for the campus to develop a large combined heating and power plant for OIT's Klamath Falls campus.
- The U.S. Department of Education awarded a \$285,000 grant to OIT for its Health Informatics Simulation Laboratory (SIM Lab), located in Beaverton at the West OIT campus. Access to the lab is virtual and available from almost any computer with an Internet connection, making it accessible to OIT students from all campus sites, as well as other OIT partners.



Oregon State University

- The National Oceanic and Atmospheric Administration announced that it would move its Pacific fleet from

Message from the Chancellor—Continued

Seattle to Newport to be adjacent to OSU's Hatfield Marine Science Center and its 300 scientists and support staff from OSU, state and federal agencies. OSU is also a leader in a \$386 million national Ocean Observatories Initiative, led by faculty member Tim Cowles of the College of Oceanic and Atmospheric Sciences, which includes a network off Oregon, and was selected to host the Northwest National Marine Renewable Energy Center.

- With a record \$252 million in research grants and contracts, OSU continues to grow its research enterprise with direct benefits to the Oregon economy. This annual figure has grown to almost \$100 million in the last six years. OSU also spun off new companies and recorded its highest revenues ever from technology transfer.

- When OSU professor Jane Lubchenco became the head of the National Oceanic and Atmospheric Administration, she led a cast of OSU scientists who play leadership roles in national agencies from the National Science Foundation to NASA. Others include Tim Cowles, program director for the national Ocean Observatories Initiative, Mark Abbott, member of the National Science Board, and Mike Freilich, division head for NASA.

- Despite the economic downturn, alumni and friends of OSU contributed \$82 million to the campaign, achieving OSU's second best-ever year in fundraising. The campaign has passed the \$531 million mark on its way toward a \$625 million goal, and is prepared to launch the centerpiece of the campaign, the \$62.5 million Linus Pauling Science Center.

- OSU became the first university in the United States to partner with INTO University Partnerships, a company that helps students in Asia, Africa and other parts of the world to fulfill their college aspirations. INTO already has brought more than 250 new international students to OSU, which is working to double international enrollment.



Portland State University

- Dr. Wim Wiewel became the 8th president of Portland State University.

- Portland State had its 13th year of enrollment growth, with fall 2008 reaching a record 26,587 students, and continues to be selected by more students than any other university in Oregon.

- Research expenditures increased from \$40 million to \$52 million, a 30% increase.

- Portland State University was selected to receive a \$25 million challenge grant from the James F. and Marion L. Miller Foundation in support of sustainability

leadership, research, and education. This is the largest single gift to the University and, the largest known gift devoted to sustainability.

- For the seventh year in a row, Portland State has been singled out in the *U.S. News and World Report's* 2010 edition of *America's Best Colleges* for its commitment to engagement through its service and learning programs.



Southern Oregon University

- SOU students reported higher than average engagement compared with students at peer institutions in 4 of 5 benchmark measures in the 2008 National Survey of Student Engagement (NSSE), with scores increasing for the fourth consecutive year. When compared with other master's level comprehensive universities, SOU seniors said they are more likely to experience a high level of academic challenge, student-faculty interaction and enriching educational experiences.

- The Environmental Protection Agency named SOU to the top 20 of all colleges and universities for use of alternative energy. SOU is the first university in Oregon (and one of the first in the U.S.) to offset 100 percent of its energy consumption—both electricity and natural gas—with clean, renewable power. The EPA recognized SOU as one of the Top 20 largest purchasers among higher education institutions within the Green Power Partnership for 2008–2009.

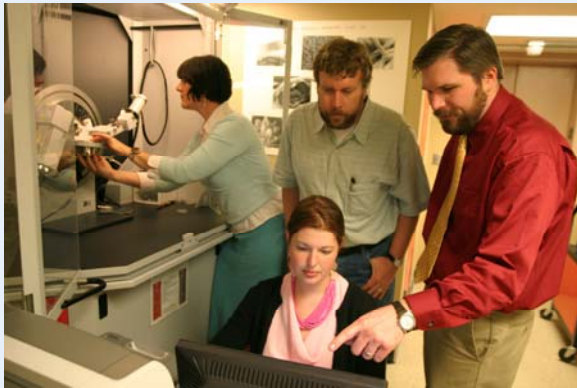
- SOU launched a distance education program for deployed soldiers beginning fall 2009. Class study is not offered online, but course materials for the self-paced program include workbooks, comprehensive textbooks and CDs with multimedia and digital materials. SOU is the only OUS campus to offer this type of lower-division program to deployed soldiers.

- SOU was one of 20 U.S. colleges and universities to receive a \$250,000 federal grant to improve emergency management, which will be used for training, coordination of planning and communication, collaboration with other emergency agencies, and preparing SOU for a possible infectious disease outbreak such as pandemic influenza. The U.S. Department of Education awarded a \$285,000 Congressionally-directed grant to SOU for infrastructure and equipment acquisition. Funding was used to install a 55-kilowatt solar photovoltaic system on the roof of the RCC/SOU Higher Education Center (HEC) in Medford, completing the application for the HEC to obtain LEED Platinum certification.

- Osher Lifelong Learning Institute (OLLI) at SOU was

Message from the Chancellor—Continued

the recipient of a \$1 million endowment gift from the Bernard Osher Foundation, the largest cash gift the SOU Foundation has ever received, and will be used to support the continued operations of SOU's OLLI program.



University of Oregon

- The State Board of Higher Education selected Dr. Richard Lariviere as the 16th President of the University of Oregon.
- Despite beginning and ending during serious economic recessions, the University of Oregon's Campaign Oregon: Transforming Lives, the most ambitious fundraising campaign in state history, raised more than \$853 million for scholarships, faculty, programs and facilities.
- UO neuroscientist Scott H. Frey received world-wide attention for his research finding involving a transplanted hand-to-brain mapping 35 years after loss of limb.
- The UO Center for Intercultural Dialogue hosted the first meeting on U.S. soil for the United Nations Educational, Scientific and Cultural Organization (UNESCO) Chairs from the Intercultural Dialogue Program, with 17 of the 19 distinguished Chair holders, including UO's faculty member Steven Shankman, from around the world.
- UO completed several new facilities on campus including new and expanded music and education buildings, and a renovated theater complex. The university also broke ground on a once-in-a-century basketball arena, which provides valuable economic development to the local area, and a collections vault at the Museum of Natural and Cultural History that serves as the state's transportation archeological repository.



Western Oregon University

- Music professor Kevin Walczyk was awarded the Certificate of Merit for Outstanding Advising from the National Academic Advising Association. Last year, three other WOU faculty and staff received advising awards from NACADA, demonstrating WOU's strength in academic advising as it is rare to have so many NACADA winners.
- Professor of special education Mickey Pardew was appointed to the Oregon Commission on Autism Spectrum Disorder by Governor Kulongoski. The 13-person commission is tasked with improving services to those individuals and families experiencing Autism Spectrum Disorder in Oregon.
- Two WOU students, Kata Cervantes and Orlando Lopez, were selected as representatives to the 2009 National M.E.Ch.A. Coordinating Council for the Aztlán del Noroeste. This demonstrates WOU's strong M.E.Ch.A. chapter as it is unusual for two students to be selected from the same university.
- Sorenson Communications, the nation's leading provider of Video Relay Services for deaf and hard-of-hearing individuals who use American Sign Language, named WOU's ASL/English interpreting program as the recipient of the Sorenson VRS Interpreter Education Program Award. The award included \$10,000 for the program and \$6,500 in other awards.
- The College of Education, Teaching Research Institute, and the Division of Extended Programs was awarded \$106,350 by the Oregon Department of Education to develop a Talented and Gifted Regional Planning Center. The Teaching Research Institute was awarded a five-year (\$122,000 per year) grant from the U.S. Department of Education's Office of Special Education Programs to provide technical assistance and support to Oregon's young children and students with deaf-blindness, their families and the service providers who serve them.



INDEPENDENT AUDITOR'S REPORT

Oregon State Board of Higher Education
Eugene, Oregon

Oregon Secretary of State Audits Division
Salem, Oregon

We have audited the accompanying basic financial statements of Oregon University System (System) as of and for the years ended June 30, 2009 and 2008, as listed in the table of contents. These basic financial statements are the responsibility of Oregon University System's management. Our responsibility is to express an opinion on these basic financial statements based on our audits. We did not audit the financial statements of 6 of the 8 discretely presented component units which represents 8% of the total net assets and 13% of the total revenues of the System's discretely presented component units as described in Note 18 for the year ended June 30, 2009. We also did not audit 5 of the 8 discretely presented component units which represent 7% of total net assets and 9% of total revenues of the System's discretely presented component units as described in Note 18 for the year ended June 30, 2008. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included in those component units, is based solely on the report of other auditors.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Oregon University System's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, based on our audits and the reports of other auditors, the basic financial statements referred to above present fairly, in all material respects, the financial position of Oregon University System and its discretely presented component units as of June 30, 2009 and 2008, and the changes in its financial position and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 11, 2009, on our consideration of Oregon University System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis listed in the table of contents is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However we did not audit the information and express no opinion on it.

Our audits were made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements of the System. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Moss Adams LLP

Eugene, Oregon
November 11, 2009

Management's Discussion and Analysis

For the Year Ended June 30, 2009

Introduction

The following Management's Discussion and Analysis (MD&A) provides an overview of the financial position and activities of the Oregon University System (OUS) for the years ended June 30, 2009, 2008 and 2007. OUS comprises the following four-year public universities:

- Eastern Oregon University (EOU)
- Oregon Institute of Technology (OIT)
- Oregon State University (OSU)
- Portland State University (PSU)
- Southern Oregon University (SOU)
- University of Oregon (UO)
- Western Oregon University (WOU)

Annual Full Time Equivalent Student Enrollment Summary

University	2009	2008	2007	2006	2005
EOU	2,550	2,435	2,460	2,609	2,558
OIT	2,490	2,350	2,319	2,377	2,486
OSU	19,536	18,963	18,875	18,821	18,749
PSU	20,764	19,213	18,927	18,719	18,204
SOU	4,373	4,213	4,174	4,249	4,418
UO	21,679	20,361	20,421	20,695	20,862
WOU	4,571	4,384	4,152	4,202	4,277
Total System	75,963	71,919	71,328	71,672	71,554

In addition to the information in this MD&A, OUS has eight supporting foundations, which are included as discretely presented component units in the OUS financial statements and in Notes 2 and 18 to the financial statements.

Understanding the Financial Statements

The MD&A focuses on OUS as a whole and is intended to foster a greater understanding of OUS's financial activities. Since this presentation includes summarized formats it should be read in conjunction with the financial statements which have the following five components.

Report of Independent Auditors presents an unqualified opinion rendered by an independent certified public accounting firm, Moss Adams LLP, on the fairness (in all material respects) of the financial statements.

Statement of Net Assets (SNA) presents a snapshot of OUS assets and liabilities under the accrual basis of account-

ing at a point in time (June 30, 2009 and 2008). The SNA helps the reader understand the assets available to support operations, how much OUS owes to vendors and bond holders; and a picture of net assets and their availability for future expenditures.

Statement of Revenues, Expenses, and Changes in Net Assets (SRE) presents the results of OUS revenue and expense activity categorized as operating, nonoperating and other related activities. The SRE reports the OUS operating results for a period of time (the fiscal years ended June 30, 2009 and 2008).

Statement of Cash Flows (SCF) provides information about OUS's sources (receipts) and uses (payments) of cash during the fiscal year. The SCF classifies sources and uses of cash into four categories, and assists in determining whether OUS has the ability to generate future net cash flows to meet its obligations as they come due, and in determining the need for external financing.

Notes to the Financial Statements (Notes) provide additional information to clarify and expand on the financial statements.

The MD&A provides an objective analysis of OUS's financial activities based on currently known facts, decisions, and conditions. The analysis is for OUS as a whole and is not broken out by individual university. The MD&A discusses the current year results in comparison to the prior year. To see discussions relating to the prior year, refer to last year's annual financial report on the OUS website: http://www.ous.edu/cont-div/reports/annfinst_fy2008.php. The fiscal year 2009 presentation has resulted in reclassifications to the fiscal year 2008 and 2007 financial statements. The reclassifications did not materially affect the analysis provided in the prior year's MD&A. Unless otherwise stated, all years refer to the fiscal year ended June 30.

Statement of Net Assets

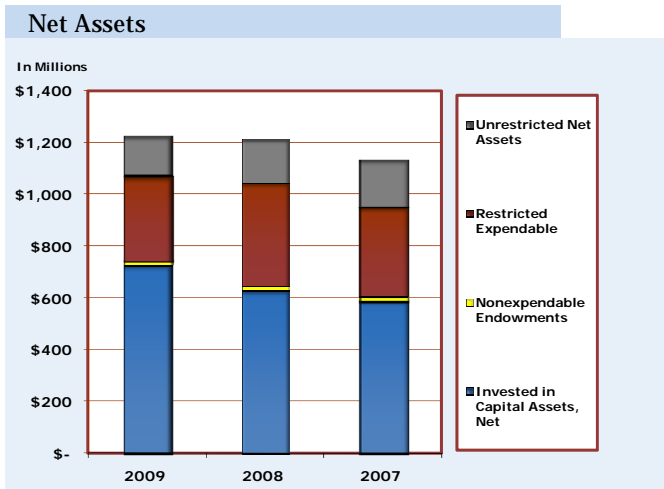
The term "Net Assets" refers to the difference between total assets and total liabilities, and is an indicator of OUS's current financial condition. Changes in net assets that occur over time indicate improvement or deterioration in OUS's financial condition. The following summarizes OUS assets, liabilities and net assets:

Condensed Statement of Net Assets

As of June 30,	2009	2008	2007
	(In millions)		
Current Assets	\$ 949	\$ 998	\$ 773
Noncurrent Assets	698	639	474
Capital Assets, Net	1,765	1,549	1,421
Total Assets	\$ 3,412	\$ 3,186	\$ 2,668
Current Liabilities	\$ 760	\$ 731	\$ 521
Noncurrent Liabilities	1,427	1,239	1,011
Total Liabilities	\$ 2,187	\$ 1,970	\$ 1,532
Invested in Capital Assets, Net of Related Debt	\$ 729	\$ 632	\$ 592
Restricted - Nonexpendable	16	17	17
Restricted - Expendable	327	397	345
Unrestricted	153	170	182
Total Net Assets	\$ 1,225	\$ 1,216	\$ 1,136

Total Net Assets

OUS's overall financial position did not materially change in 2009. Changes to Total Assets and Total Liabilities were offsetting, leaving Total Net Assets with a modest increase of \$9 million during 2009 compared to an \$80 million increase in 2008. As illustrated by the following graph, the make-up of net assets changed between 2009, 2008 and 2007.



- **Net Assets Invested in Capital Assets, Net of Related Debt** increased \$97 million. Capital assets increases of \$288 million were offset by a \$118 million increase to long-term debt attributable to the capital assets, and a \$73 million increase to accumulated depreciation.
- **Restricted Expendable Net Assets** decreased \$70 million. Year-end receivable accruals for unreimbursed expenditures incurred on behalf of funding agencies increased by \$2 million but the year-end balance of en-

dowment income still to be distributed decreased by \$15 million. In addition, the net assets of funds reserved for capital construction projects decreased by \$50 million due to the use of the funds for capital construction expenditures in 2009. Other differences were attributable to changes in net assets restricted for student loans and debt service.

- **Unrestricted Net Assets** decreased \$17 million. Operating revenue for unrestricted purposes was \$17 million less than the corresponding expenses, resulting in the use of unrestricted fund balance reserves.

Total Assets and Liabilities

Total Assets increased \$226 million, or 7%, and Total Liabilities increased \$217 million, or 11% during the year ended 2009. OUS receives temporary cash collateral from investment firms who borrow OUS securities. Absent the securities lending balances, total Assets increased by \$265 million or 10% and Total Liabilities increased by \$256 million or 16%. The remaining analysis is absent securities lending variances.

- **Current Assets** decreased \$9 million, or 2% with increased accounts receivable offsetting decreased cash and cash equivalents. See "Note 3. Accounts Receivable" for additional information relating to this variance.
- **Noncurrent Assets** increased \$59 million, or 9%. Year-end cash balances in capital construction funds increased by \$73 million. The increase to non-current assets was reduced by a \$14 million or 18% decrease in the value of investments.
- **Capital Assets, Net** increased \$216 million, or 14%. Capitalized acquisitions included \$29 million in personal property and \$259 million in real property. Accumulated depreciation increased by \$73 million. See "Capital Assets" in this MD&A for additional information relating to this variance.
- **Current Liabilities** increased \$69 million, or 22%. Year-end accounts payable for unpaid capital construction invoices increased by \$35 million. The current portion of long-term debt increased by \$12 million. Deferred revenue increased by \$20 million primarily relating to grant and contract activities.
- **Noncurrent Liabilities** increased \$188 million, or 15%, mainly due to debt issued for the construction of capital assets. Refer to "Debt Administration" later in this MD&A for additional information.

For both years presented, current assets are sufficient to meet current obligations.

Management's Discussion and Analysis

For the Year Ended June 30, 2009

Statement of Revenues, Expenses and Changes in Net Assets

Due to the classification of certain revenues as nonoperating revenue, OUS shows a loss from operations. State General Fund Appropriations and non-capital gifts, although considered nonoperating revenue under GASB 35 standards and reflected accordingly in the nonoperating section of the SRE, are used solely for operating purposes.

The following summarizes the revenue and expense activity of OUS:

Condensed Statement of Revenues, Expenses and Changes in Net Assets

For the Year Ended June 30,	2009	2008	2007
	(In millions)		
Operating Revenues	\$1,369	\$1,252	\$1,192
Operating Expenses	1,916	1,757	1,655
Operating Loss	(547)	(505)	(463)
Nonoperating Revenues, Net of Expenses	443	490	460
Other Revenues	113	95	60
Increase In Net Assets	9	80	57
Net Assets, Beginning of Year	1,216	1,136	1,079
Net Assets, End of Year	\$1,225	\$1,216	\$1,136

Net Assets increased by \$9 million in 2009 compared to \$80 million in 2008.

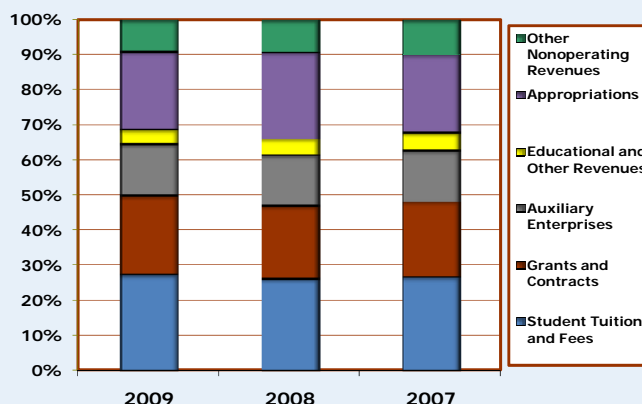
Revenues

Revenues increased \$99 million, or 5%, in 2009 compared to the prior year.

Total Operating and Nonoperating Revenues

For the Year Ended June 30,	2009	2008	2007
	(In millions)		
Student Tuition and Fees	\$ 542	\$ 496	\$ 470
Grants and Contracts	455	394	378
Auxiliary Enterprises	289	271	254
Educational and Other	83	91	90
Total Operating Revenues	1,369	1,252	1,192
Appropriations	440	465	392
Investment Activity	5	17	36
Capital Grants and Gifts	76	55	40
Other Nonoperating Items	100	102	98
Total Nonoperating Revenues	621	639	566
Total Revenues	\$ 1,990	\$1,891	\$1,758

Total Operating and Nonoperating Revenues



Operating Revenues

Operating revenues increased \$117 million in 2009, or 9% over 2008, to \$1.4 billion. This variance is primarily due to increases in Student Tuition and Fees, Grants and Contracts and Auxiliary Enterprises Revenues.

Student Tuition and Fees increased \$46 million, or 9%, in 2009 compared to 2008.

- Higher tuition and fee rates accounted for \$34 million of the increase.
- Increased enrollment added \$33 million to tuition and fees.
- Increased fee remissions and scholarship allowances reduced Tuition and Fees by \$21 million.

Federal, State and Nongovernmental Grants and Contracts increased \$61 million, or 15%, in 2009 compared to 2008.

- Federal grants and contract revenue were higher during 2009 when compared to the prior year by \$26 million relating to increased research and development grants and contracts and Pell grants.
- State and Local grants and contracts revenue increased \$19 million mainly relating to additional Oregon Opportunity Grant funding.
- Nongovernmental grants increased \$15 million relating to new and existing grants, and additional scholarship funding.

Auxiliary Enterprises revenues increased \$18 million, or 7%, compared to the prior year.

- Student Health and Incidental Fee revenue increased \$7 million due to higher rates and student enrollment.
- Athletics revenues increased by \$7 million mainly due to the growth in event income.

Management's Discussion and Analysis

For the Year Ended June 30, 2009

- Housing and Dining revenues increased by \$3 million in 2009 related mainly to higher rates and student occupancy.

Educational and Other Revenues decreased \$8 million, or 9%, between the two fiscal periods.

- Educational services revenue decreased \$7 million due to an aggregation of miscellaneous decreases.

Nonoperating Revenues

The decrease in Nonoperating Revenues of \$18 million during 2009 can be directly tied to the decreases in Government and Capital Appropriations and Investment Activities. This was partially offset by an increase to Capital Grants and Gifts.

Government and Capital Appropriations decreased \$25 million, or 5%.

- State appropriations for OUS operations were reduced by \$83 million or 21%. The reduction was partially offset by \$56 million in federal stimulus funds through the American Recovery and Reinvestment Act (ARRA) that was used to help fund faculty instruction.

See "Note 12. Government Appropriations" for additional information relating to changes in appropriations.

Investment Activity decreased \$12 million, or 70% in 2009.

- Interest income declined \$6 million during 2009 compared to 2008.
- Market value declines of \$14 million in 2009 were \$6 million greater compared to 2008.

See "Note 10. Investment Activities" for additional information relating to these variances.

Capital Grants and Gifts increased \$21 million in 2009 relating to the timing of fundraising for construction projects.

Other Nonoperating Items decreased \$2 million in 2009.

- Gain on Sale of Assets, Net increased \$1 million relating to the sale of property in 2009.
- Gifts decreased \$3 million mainly relating to scholarships.

Expenses

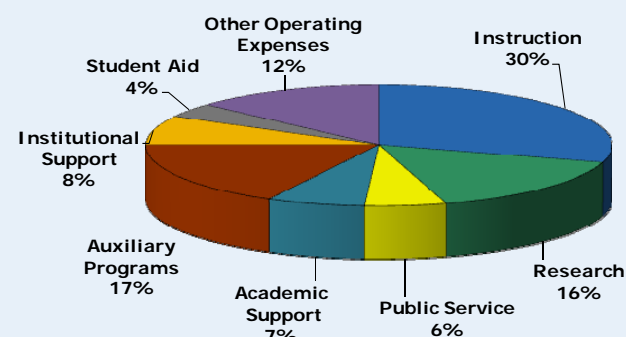
Operating Expenses

Operating expenses increased \$159 million in 2009, or 9%, over 2008, to \$1.9 billion. This change is due to increases in all expense categories. The following summarizes operating expenses by functional classification:

Operating Expenses by Function

For the Year Ended June 30,	2009	2008	2007
	(In millions)		
Instruction	\$ 568	\$ 530	\$ 505
Auxiliary Programs	330	307	284
Research	301	264	260
Institutional Support	152	133	123
Academic Support	130	119	107
Public Service	108	104	102
Student Aid	73	61	55
Other Operating Expenses	254	239	219
Total Operating Expenses	\$ 1,916	\$ 1,757	\$ 1,655

2009 Operating Expenses by Function

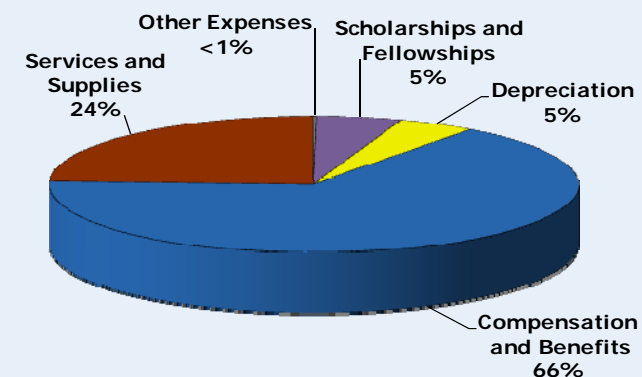


The following summarizes operating expenses by natural classification:

Operating Expenses by Nature

For the Year Ended June 30,	2009	2008	2007
	(In millions)		
Compensation and Benefits	\$ 1,256	\$ 1,148	\$ 1,087
Services and Supplies	465	422	390
Scholarships and Fellowships	100	86	79
Depreciation	91	92	90
Other Expenses	4	9	9
Total Operating Expenses	\$ 1,916	\$ 1,757	\$ 1,655

2009 Operating Expenses by Nature



Management's Discussion and Analysis

For the Year Ended June 30, 2009

Due to the way in which expenses are incurred by OUS, variances are presented and explained by analyzing changes in the natural classifications of expenses. Each natural classification analysis can be applied to many of the functional expense caption items.

Compensation and Benefits costs increased \$108 million, or 9%, in 2009 compared to 2008.

- The number of full time equivalent employees increased during 2009 causing approximately \$62 million of the increase.
- Approximately \$25 million of the increase was attributable to wage increases.
- Benefit costs increased approximately \$22 million. Health insurance costs increased 10% and retirement costs were slightly higher than the prior year.

Services and Supplies expense increased \$43 million, or 10%, during 2009.

- Services and supplies, fees and services, rents and leases, communications, maintenance and repairs, subgrants and subcontracts, and assessments, all increased during 2009.

Scholarships and Fellowships costs increased \$14 million, or 16%, when comparing 2009 and 2008.

Depreciation expense of \$91 million during 2009 was comparable to 2008.

Nonoperating Expenses

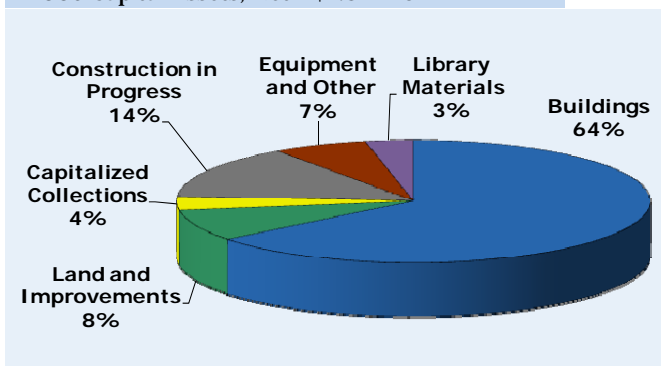
Interest Expense increased by \$12 million, or 22%, due to new debt issuances. See "Capital Assets and Related Financing Activities," below, and "Note 8. Long-term Liabilities" for information relating to this variance.

Capital Assets and Related Financing Activities

Capital Assets

At June 30, 2009, OUS had \$3.1 billion in capital assets, less accumulated depreciation of \$1.3 billion, for net capital assets of \$1.8 billion. OUS is committed to a comprehensive program of capital initiatives combined with a comprehensive approach to facility maintenance which includes addressing current maintenance needs and minimizing OUS's deferred maintenance backlog. State, Federal, private, borrowed, and internal OUS funding combine to accomplish OUS's capital objectives.

2009 Capital Assets, Net - \$1.8 Billion



Changes to Capital Assets

	2009	2008	2007
	(In millions)		
Capital Assets, Beginning of Year	\$ 2,757	\$ 2,558	\$ 2,446
Add: Purchases/Construction	306	228	136
Less: Retirements/Disposals	(18)	(29)	(24)
Total Capital Assets, EOY	3,045	2,757	2,558
Accum. Depreciation, Beginning of Year	(1,208)	(1,137)	(1,064)
Add: Depreciation Expense	(91)	(92)	(90)
Less: Retirements/Disposals	18	21	17
Total Accum. Depreciation, EOY	(1,281)	(1,208)	(1,137)
Total Capital Assets, Net, EOY	\$ 1,764	\$ 1,549	\$ 1,421

Capital additions totaled \$306 million for 2009, \$228 million for 2008 and \$136 million for 2007.

Accumulated depreciation at June 30, 2009 increased \$73 million, which represented \$91 million in depreciation expense offset by \$18 million in asset retirements. Depreciation expense was \$92 million during 2008 compared to \$90 million during 2007.

Capital Commitments

OUS has outstanding capital commitments on partially completed construction projects authorized by the Oregon State Legislature of \$447 million as of June 30, 2009. See "Note

17. Commitments and Contingent Liabilities" to the financial statements for additional information relating to capital construction commitments.

Debt Administration

During 2009, 2008 and 2007, OUS issued bonds totaling \$243 million, \$294 million and \$124 million, respectively, with the proceeds earmarked for construction and acquisition of capital assets. Fiscal year 2009 saw many large individual construction projects funded. The introduction of "Go Oregon!", a program initiated by the State of Oregon to combat unemployment, jump started many "shovel ready" projects. The UO Arena Project debt totaling \$200 million was issued at the end of fiscal year 2008. Construction on this project began in fiscal year 2009. During 2009 and 2007, capital expenditures exceeded debt proceeds as debt proceeds were used from prior fiscal years, as well as gifts and other funding sources, to pay for construction.

drastically reduce its support to the students attending state universities. The Federal government stepped in to replace some of the lost State funding, backfilling a portion of the shortfall through the American Recovery and Reinvestment Act (ARRA). These subsidies will continue through fiscal year 2011. The remaining shortfall was covered by institutional reserves, which cannot be sustained in the long-term.

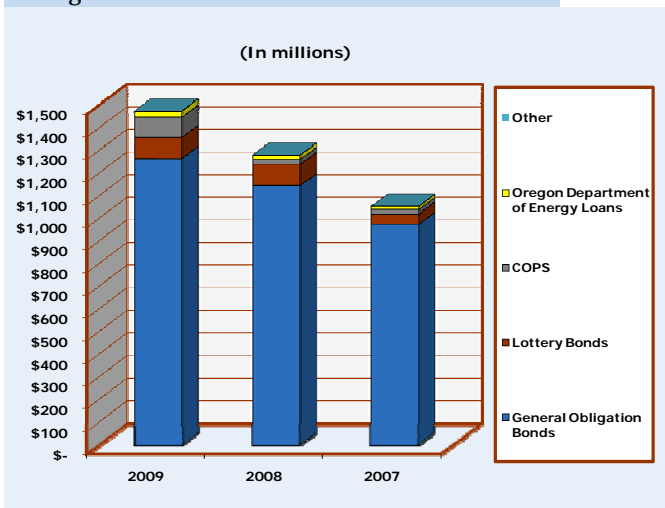
The Oregon Legislature established limits on tuition and fee increases, further limiting the ability to offset the state funding declines relative to operating cost increases. With lower state support, limits on tuition and fees, and increasing enrollment growth, all of our institutions, and particularly our regional campuses, are operating in a financially challenging environment.

OUS approved a policy to implement differential tuition, which allows universities to establish different tuition rates for academic programs by Fall 2011. Differential tuition is intended to 1) offset higher than average instructional costs of specific programs; or 2) provide supplemental resources to enhance quality; or 3) reflect the market for programs with high demand.

OUS continues to seek legislative approval to retain the interest earned on all of its cash balances. Currently, interest for 38% of OUS invested cash is retained by the State General Fund. Retaining investment earnings is an important economic factor in OUS's ability to retain and build its service level to students and reduce future tuition increases.

OUS continues to be challenged by insufficient state support but the Board and management are committed to ensuring the long-term health of OUS and supporting the core mission of access, affordability, excellence and economic development.

Long-term Debt



Economic Outlook

The funding for the major activities of OUS comes from a variety of sources: tuition and fees; financial aid programs; state appropriations; federal, foundation and other grants; private and government contracts, and donor gifts. Revenues are also generated through recovery of costs associated with federal grant and contract activities, which serve to offset related administrative and facilities costs at the universities.

State funding levels continue to challenge the institutional mission of OUS. Though funding progress was made during the early part of the fiscal 2007-2009 biennium, revenue declines brought on by the recession caused the State to

Statement of Net Assets

As of June 30,	University System	
	2009	2008
	(In thousands)	
ASSETS		
Current Assets		
Cash and Cash Equivalents (Note 2)	\$ 334,192	\$ 355,334
Collateral from Securities Lending (Note 2)	375,509	414,901
Accounts Receivable, Net (Note 3)	187,358	178,321
Accounts Receivable from Component Units (Note 3)	14,388	11,946
Notes Receivable, Net (Note 4)	12,348	13,820
Inventories	6,796	6,686
Prepaid Expenses	18,550	16,581
Total Current Assets	949,141	997,589
Noncurrent Assets		
Cash and Cash Equivalents (Note 2)	539,846	460,614
Long-Term Investments (Note 2)	67,305	81,729
Notes Receivable, Net (Note 4)	91,154	97,378
Capital Assets, Net of Accumulated Depreciation (Note 5)	1,764,436	1,548,794
Total Noncurrent Assets	2,462,741	2,188,515
Total Assets	\$ 3,411,882	\$ 3,186,104
LIABILITIES		
Current Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	\$ 149,974	\$ 119,152
Deposits	18,637	13,146
Obligations Under Securities Lending (Note 2)	375,509	414,901
Current Portion of Long-Term Liabilities (Note 8)	100,884	88,758
Deferred Revenue	115,021	94,699
Total Current Liabilities	760,025	730,656
Noncurrent Liabilities		
Long-Term Liabilities (Note 8)	1,426,532	1,239,174
Total Noncurrent Liabilities	1,426,532	1,239,174
Total Liabilities	\$ 2,186,557	\$ 1,969,830
NET ASSETS		
Invested in Capital Assets, Net of Related Debt	\$ 729,382	\$ 631,626
Restricted For:		
Nonexpendable Endowments	16,287	17,333
Expendable:		
Gifts, Grants and Contracts	90,019	103,297
Student Loans	85,616	86,987
Capital Projects	71,999	124,268
Debt Service	79,407	82,314
Unrestricted Net Assets (Note 9)	152,615	170,449
Total Net Assets	\$ 1,225,325	\$ 1,216,274

The accompanying notes are an integral part of these financial statements.

Statement of Financial Position

As of June 30,	Component Units	
	2009	2008
	(In thousands)	
ASSETS		
Cash and Cash Equivalents	\$ 58,336	\$ 37,996
Contributions, Pledges and Grants Receivable, Net	237,068	252,710
Investments (Note 2)	924,588	1,181,254
Prepaid or Deferred Expenses, and Other Assets	37,451	34,171
Property and Equipment, Net	50,005	48,447
Total Assets	\$ 1,307,448	\$ 1,554,578
LIABILITIES		
Accounts Payable and Accrued Liabilities	\$ 11,321	\$ 7,212
Accounts Payable to Universities	7,350	11,579
Obligations to Beneficiaries of Split-Interest Agreements	63,940	77,238
Deposits and Deferred Revenue	10,889	13,759
Long-Term Liabilities	60,399	60,260
Total Liabilities	\$ 153,899	\$ 170,048
NET ASSETS		
Unrestricted (Deficit)	\$ (24,033)	\$ 60,775
Temporarily Restricted	544,844	703,591
Permanently Restricted	632,738	620,164
Total Net Assets	\$ 1,153,549	\$ 1,384,530

Statement of Revenues, Expenses and Changes in Net Assets

For the Years Ended June 30,	University System	
	2009	2008
	(In thousands)	
OPERATING REVENUES		
Student Tuition and Fees (Net of Scholarship Allowances of \$104,396 and \$83,395, respectively)	\$ 542,276	\$ 496,012
Federal Grants and Contracts	349,068	322,808
State and Local Grants and Contracts	53,404	34,475
Nongovernmental Grants and Contracts	51,976	37,180
Educational Department Sales and Services	59,789	66,440
Auxiliary Enterprises Revenues (Net of Scholarship Allowances of \$11,806 and \$9,447, respectively)	289,230	270,668
Other Operating Revenues	22,938	24,109
Total Operating Revenues	1,368,681	1,251,692
OPERATING EXPENSES		
Instruction	567,543	530,029
Research	301,131	263,781
Public Service	108,113	103,581
Academic Support	130,395	118,843
Student Services	73,214	65,570
Auxiliary Programs	329,919	307,355
Operation and Maintenance of Plant	84,153	79,971
Institutional Support	151,865	133,270
Student Aid	72,857	60,589
Other Operating Expenses	96,745	94,279
Total Operating Expenses (Note 11)	1,915,935	1,757,268
Operating Loss	(547,254)	(505,576)
NONOPERATING REVENUES (EXPENSES)		
Government Appropriations (Note 12)	402,667	424,119
Investment Activity (Note 10)	5,331	16,980
Gain on Sale of Assets, Net	2,968	1,562
Interest Expense	(64,508)	(52,927)
Other Nonoperating Items	96,667	100,141
Net Nonoperating Revenues	443,125	489,875
Income (Loss) Before Other Nonoperating Revenues	(104,129)	(15,701)
Capital and Debt Service Appropriations (Note 12)	37,473	41,062
Capital Grants and Gifts	75,707	55,107
Total Other Nonoperating Revenues	113,180	96,169
Increase In Net Assets	9,051	80,468
NET ASSETS		
Beginning Balance	1,216,274	1,135,806
Ending Balance	\$ 1,225,325	\$ 1,216,274

The accompanying notes are an integral part of these financial statements.

Statement of Activities

For The Years Ended June 30,	Component Units	
	2009	2008
	(In thousands)	
REVENUES		
Grants, Bequests and Gifts	\$ 160,710	\$ 354,406
Interest and Dividends	10,696	9,467
Investment Income (Loss), Net	(181,296)	(19,533)
Change in Value of Life Income Agreements	(19,865)	(5,700)
Other Revenues	17,937	22,897
Total Revenues	(11,818)	361,537
EXPENSES		
General and Administrative	24,679	29,506
Development Expenses	5,573	6,170
University Support	178,917	157,653
Other Expenses	9,994	15,195
Total Expenses	219,163	208,524
Increase (Decrease) In Net Assets Before Capital Contributions	(230,981)	153,013
Capital Contributions to Real Estate Operations	-	566
Increase (Decrease) In Net Assets	(230,981)	153,579
NET ASSETS, BEGINNING BALANCE	1,384,530	1,230,951
NET ASSETS, ENDING BALANCE	\$ 1,153,549	\$ 1,384,530

Statement of Cash Flows

For the Years Ended June 30,	University System	
	2009	2008
	(In thousands)	
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and Fees	\$ 551,802	\$ 486,792
Grants and Contracts	450,251	394,089
Educational Department Sales and Services	59,765	66,282
Auxiliary Enterprises Operations	290,988	272,661
Student Loan Collections	13,105	12,787
Payments to Employees for Compensation and Benefits	(1,247,799)	(1,138,163)
Payments to Suppliers	(438,608)	(430,733)
Student Financial Aid	(99,939)	(86,388)
Student Loan Issuance and Costs	(9,697)	(23,901)
Other Operating Receipts	16,220	12,610
Net Cash Used by Operating Activities	(413,912)	(433,964)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
Government Appropriations	403,641	424,414
Other Gifts and Private Contracts	97,599	98,298
Net Agency Fund Receipts (Payments)	4,910	(3,460)
Net Cash Provided by Noncapital Financing Activities	506,150	519,252
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Capital Appropriations	11,718	16,610
Debt Service Appropriations	26,829	21,095
Capital Grants and Gifts	72,187	48,714
Bond Proceeds on Capital Debt	243,010	294,053
Sales of Capital Assets	21,126	33,376
Purchases of Capital Assets	(302,530)	(215,701)
Interest Payments on Capital Debt	(69,272)	(52,502)
Principal Payments on Capital Debt	(56,921)	(72,984)
Net Cash Provided (Used) by Capital and Related Financing Activities	(53,853)	72,661
CASH FLOWS FROM INVESTING ACTIVITIES		
Net Sales (Purchases) of Investments	174	10,506
Interest on Investments and Cash Balances	19,531	25,569
Interest Income from Securities Lending	1,173	6,195
Interest Expense from Securities Lending	(1,173)	(6,195)
Net Cash Provided by Investing Activities	19,705	36,075
NET INCREASE IN CASH AND CASH EQUIVALENTS	58,090	194,024
CASH AND CASH EQUIVALENTS, BEGINNING BALANCE	815,948	621,924
CASH AND CASH EQUIVALENTS, ENDING BALANCE	\$ 874,038	\$ 815,948

The accompanying notes are an integral part of these financial statements.

For the Years Ended June 30,	University System	
	2009	2008
	(In thousands)	
RECONCILIATION OF OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES		
Operating Loss	\$ (547,254)	\$ (505,576)
Adjustments to Reconcile Operating Loss to Net Cash Used by Operating Activities:		
Depreciation Expense	90,938	91,724
Changes in Assets and Liabilities:		
Accounts Receivable	(26,191)	(37,307)
Notes Receivable	10,845	915
Inventories	(79)	(92)
Prepaid Expenses	(1,446)	(5,045)
Accounts Payable and Accrued Liabilities	31,768	4,907
Long-Term Liabilities	7,105	4,108
Deposits	33	9
Deferred Revenue	20,369	12,393
NET CASH USED BY OPERATING ACTIVITIES	\$ (413,912)	\$ (433,964)
NONCASH INVESTING, NONCAPITAL FINANCING, AND CAPITAL AND RELATED FINANCING TRANSACTIONS		
Capital Assets Acquired by Incurring Capital Lease Obligations	\$ 290	\$ 78
Capital Assets Acquired by Gifts in Kind	3,380	7,165
Decrease in Fair Value of Investments Recognized as a Component of Investment Activity	(14,251)	(8,514)

The accompanying notes are an integral part of these financial statements.

1. Organization and Summary of Significant Accounting Policies

A. Reporting Entity

The Oregon State Board of Higher Education (Board), a citizen board appointed by the Governor with confirmation by the Senate, governs the seven state-supported institutions of higher learning (institutions) in Oregon. These institutions are known as the Oregon University System (OUS). The law creating the Board was passed in 1929 by the Oregon Legislature and went into effect July 1, 1931.

The OUS financial reporting entity is reported under the heading of University System on the Basic Financial Statements and includes the accounts of Eastern Oregon University (EOU), Oregon Institute of Technology (OIT), Oregon State University (OSU), Portland State University (PSU), Southern Oregon University (SOU), University of Oregon (UO), Western Oregon University (WOU), and the Chancellor's Office. OSU includes a branch campus in Bend and receives separate appropriations for statewide activities including agricultural experiment stations, cooperative extension services and forestry research laboratories. The operations of most student government or associated student organizations are also included in the reporting entity due to OUS universities' fiduciary responsibilities for these organizations. Organizations that are not financially accountable to OUS universities, such as booster and alumni organizations, are not included in the reporting entity.

OUS is a part of the primary government of the State of Oregon (State) and is included as a proprietary (enterprise) fund in the Comprehensive Annual Financial Report issued by the State.

B. Financial Statement Presentation

OUS financial accounting records are maintained in accordance with U.S. generally accepted accounting principles as prescribed in applicable pronouncements of the Governmental Accounting Standards Board (GASB). The financial statement presentation required by GASB No. 35 provides a comprehensive, entity-wide perspective of OUS assets, liabilities, net assets, revenues, expenses, changes in net assets, and cash flows.

Financial statements of the OUS discretely presented component units are presented in accordance with generally accepted accounting principles prescribed by the Financial Ac-

counting Standards Board. (FASB).

OUS implemented GASB Statement No. 49, *Accounting and Financial Reporting for Pollution Remediation Obligations*, effective for the year ended June 30, 2009. GASB 49 addresses accounting and financial reporting standards for pollution (including contamination) remediation obligations, which are obligations to address the current or potential detrimental effects of *existing* pollution by participating in pollution remediation activities such as site assessments and cleanups. OUS has accrued a pollution remediation obligation liability of \$585,000 relating to the adoption of GASB 49 for the fiscal year ended June 30, 2009.

OUS implemented GASB Statement No. 52, *Land and Other Real Estate Held as Investments by Endowments*. GASB 52 establishes consistent standards for the reporting of land and other real estate held as investments by essentially similar entities. It requires endowments to report land and other real estate investments at fair value. OUS has adjusted the value of its qualifying endowment assets down by \$1,046,000 relating to the adoption of GASB 52 for the fiscal year ended June 30, 2009.

OUS implemented GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, effective for the year ended June 30, 2008. GASB 45 generally requires that OUS account for and report the cost and obligations related to postemployment healthcare and other nonpension benefits (OPEB) and include disclosures regarding its OPEB plans. See "Note 14. Other Postemployment Benefits" for information about OUS OPEB.

OUS implemented GASB Statement No. 48, *Sales and Pledges of Receivables and Future Revenues and Intra-Entity Transfers of Assets and Future Revenues*. GASB 48 defines reporting requirements when governments exchange an interest in their expected cash flows from collecting specific receivables or specific future revenues for immediate cash payments. OUS has not sold or pledged receivables or future revenues and has no reporting requirements in this fiscal year.

OUS implemented GASB Statement No. 50, *Pension Disclosures— an amendment of GASB Statements No. 25 and No. 27*. GASB 50 more closely aligns the financial reporting requirements for pensions with those for OPEB. See "Note 13. Employee Retirement Plans" for referral to the Oregon Public Employees Retirement System report for information relating to GASB 50.

New Accounting Standards – In June 2007, GASB issued Statement No. 51, *Accounting and Reporting for Intangible*

Assets. GASB 51 requires that all intangible assets not specifically excluded by its scope provisions be classified as capital assets. The requirements of GASB 51 are effective for the fiscal year ending June 30, 2010. OUS is not anticipating that the adoption of GASB 51 will have a material impact on its financial statements.

In June 2008, GASB issued Statement No. 53, *Accounting and Financial Reporting for Derivative Instruments*. GASB 53 addresses the recognition, measurement, and disclosure of information regarding derivative instruments entered into by state and local governments. These requirements are effective for the fiscal year ending June 30, 2010. OUS is not anticipating that the adoption of GASB 53 will have a material impact on its financial statements.

In March 2009, GASB issued Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. The objective of GASB 54 is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund type definitions. These requirements are effective for the fiscal year ending June 30, 2011. OUS is not anticipating that the adoption of GASB 54 will impact its financial statements.

In preparing the financial statements, significant interfund transactions and balances between universities have been eliminated. The fiscal year 2008 financial statements reflect certain reclassifications to conform to the fiscal year 2009 presentation.

C. Basis of Accounting

For financial reporting purposes, OUS is considered a special-purpose government engaged only in business-type activities. Accordingly, the OUS financial statements are presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recorded when a liability is incurred.

OUS has the option to apply all FASB pronouncements issued after November 30, 1989, unless FASB conflicts with GASB. OUS has elected to not apply FASB pronouncements issued after the applicable date.

D. Cash and Cash Equivalents

Cash and cash equivalents consist of highly liquid investments with original maturities of three months or less. Cash and cash equivalents include: Cash on hand; cash and investments held by the State of Oregon in the Oregon Short-Term Fund (OSTF); cash and cash equivalents restricted for

the payment of the current portion of debt service; and cash deposits, if any, of debt proceeds in investment funds held by a trustee.

Cash and cash equivalents restricted for the long-term portion of debt service, capital construction, and agency funds are classified as noncurrent assets in the Statement of Net Assets.

E. Investments

Investments are reported at fair value as determined by market prices. Unrealized gains or losses on investments are reported as investment activity in the Statement of Revenues, Expenses, and Changes in Net Assets.

Investments restricted for endowments, debt service, capital construction, and agency funds are classified as noncurrent assets in the Statement of Net Assets.

F. Inventories

Inventories are recorded at the lower of average cost or market and consist primarily of supplies in storerooms and physical plant stores.

G. Capital Assets

Capital assets are recorded at cost on the date acquired or at fair market value on the date donated. OUS policy is to capitalize equipment with unit costs of \$5,000 or more and an estimated useful life of greater than one year. OUS also capitalizes real property expenditures that increase the functionality and/or extend the useful life of the real property if total expenditures exceed the capitalization threshold of \$50,000 to \$100,000, depending on the type of real property. Expenditures below the capitalization threshold and repairs and maintenance are charged to operating expense in the year in which the expense is incurred.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 15 to 50 years for buildings, 10 to 20 years for infrastructure and land improvements, 10 years for library books and 5 to 11 years for equipment. Depreciation is not applied to museum collections, works of art or historical treasures, or library special collections.

H. Deferred Revenues

Deferred revenues include amounts received for tuition and fees, and auxiliary enterprises activities that relate to the subsequent fiscal year.

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

I. Compensated Absences

OUS accrues a liability for vacation leave and other compensated absences that were earned but not used during the current or prior fiscal year for which employees can receive compensation in a future period. Sick leave is recorded as an expense when paid. There is no payout provision for unused sick leave and no liability exists for terminated employees.

J. Net Assets

OUS net assets are classified as follows:

Invested in capital assets, net of related debt

Invested in capital assets represents the total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets.

Restricted net assets – nonexpendable

Restricted nonexpendable net assets consist of endowment funds in which donors have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income. The income may either be expended or, depending on the terms of the gift instrument, added to principal.

Restricted net assets – expendable

Restricted expendable net assets include resources which OUS is legally or contractually obligated to spend in accordance with restrictions imposed by external parties.

Unrestricted net assets

Unrestricted net assets are resources that may be used at the discretion of the Board.

When an expense is incurred that can be paid using either restricted or unrestricted resources, restricted resources are applied first.

K. Endowments

Oregon Revised Statutes (ORS) Section 351.130 gives OUS the authority to use the interest, income, dividends, or profits of endowments. Current Board policy is to annually distribute, for spending purposes, four percent of the preceding 20 quarter moving average of the market value of the endowment funds and to maintain the purchasing power of the funds as nearly as prudent investment permits. In accordance with current board policy, the amount available for

distribution during fiscal year 2010 is estimated to be \$2,649,000. For the years ended June 30, 2009 and 2008, the net amount of appreciation available for authorization for expenditure was \$10,039,000 and \$17,653,000, respectively.

Nonexpendable Endowments on the Statement of Net Assets of \$16,287,000 and \$17,333,000 at June 30, 2009 and 2008, respectively, represent the original corpus of true endowment funds and does not include the accumulated gains of those endowments.

L. Income Taxes

OUS is an agency of the State and is treated as a governmental entity for tax purposes. As such, OUS is generally not subject to federal and state income taxes. However, OUS remains subject to income taxes on any income that is derived from a trade or business regularly carried on and not in furtherance of the purpose for which it was granted exemption from income taxes. No income tax provision has been recorded because, in the opinion of management, there is no significant amount of taxes on such unrelated business income.

M. Revenues and Expenses

OUS has classified its revenues and expenses as either operating or nonoperating according to the following criteria:

Operating revenues and expenses have the characteristics of exchange transactions. These transactions can be defined as an exchange in which two or more entities both receive and sacrifice value, such as purchases and sales of goods or services. Examples of operating revenues include (1) student tuition and fees; (2) sales and services of auxiliary enterprises; (3) most federal, state and local grants and contracts; and (4) other operating revenues. Examples of operating expenses include (1) employee compensation, benefits, and related expense; (2) scholarships and fellowships; (3) utilities, supplies and other services; (4) professional fees; and (5) depreciation expenses related to certain capital assets.

Nonoperating revenues have the characteristics of nonexchange transactions. Examples of nonoperating revenues include state appropriations, gifts, and contributions. Nonoperating expenses are defined in GASB No. 9, *Reporting Cash Flows of Proprietary and Non-expendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*, and GASB No. 34. Examples of nonoperating expenses include interest on capital asset related debt and bond expenses.

N. Scholarship Allowances

Student tuition and fees and campus housing revenues included in auxiliary enterprises revenues are reported net of scholarship allowances. A scholarship allowance is the difference between the revenues charged to students and the amounts actually paid. OUS has two types of scholarship allowances that net into tuition and fees. Tuition waivers, provided directly by OUS, amounted to \$46,890,000 and \$39,306,000 for the fiscal years ended 2009 and 2008, respectively. Revenues from financial aid programs (e.g., Pell Grants, Supplemental Educational Opportunity Grants, and State Need Grants) used for paying student tuition and fees and campus housing were estimated to be \$69,312,000 and \$53,536,000 for the fiscal years ended 2009 and 2008, respectively.

O. Student Loan Programs

OUS universities receive proceeds from the Federal Direct Student Loan Program and the Federal Family Education Loan Program. Since OUS transmits these grantor supplied moneys without having administrative or direct financial involvement in the program, the grant is reported in an agency fund. Federal student loans received by OUS students but not reported in operations were \$433,655,000 and \$368,605,000 for the fiscal years ended 2009 and 2008, respectively.

P. Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that could affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and revenues and expenses during the year. Actual results could differ from those estimates.

2. Cash and Investments

A. Cash and Cash Equivalents

Deposits with State Treasury

OUS maintains the majority of its cash balances on deposit with the Oregon State Treasury (State Treasury). The State Treasury maintains these and other state funds on a pooled basis, in the Oregon Short-Term Fund (OSTF). The OSTF is a cash and investment pool for use by all state agencies. At the fiscal years ended June 30, 2009 and 2008, OUS carrying amounts of cash and cash equivalents were \$871,386,000

and \$812,643,000, respectively, while the State Treasury balances were \$885,185,000 and \$832,338,000, respectively. Differences between the OUS carrying amount and the State Treasury balance occur due to timing differences.

A copy of the State Treasury audited annual financial report may be obtained by writing to the Oregon State Treasury, 350 Winter St NE Suite 100, Salem, OR 97310-0840 or by linking to http://www.ost.state.or.us/1.about/annual_reports/index.htm.

Custodial Credit Risk—Deposits

OUS cash balances exceed the limits of Federal deposit insurance. Custodial credit risk is the risk that, in the event of a financial institution failure, cash balances will not be returned to OUS.

To reduce custodial credit risk, the State Treasury requires financial institutions holding public funds to participate in a state-wide collateral pool. For funds not covered by Federal deposit insurance, the manager of the state-wide collateral pool issues certificates of participation (COPs) to the State Treasury. The financial institution holding those public funds is required to pledge securities with a value of at least 25% of the COPs to a separate custodian for the benefit of the State of Oregon. The manager of the state-wide collateral pool ensures that the value of the securities pledged is at least 25% of the COPs.

Since OUS cash balances on deposit with the State Treasury are combined with funds from other State agencies, additional information on the State Treasury custodial credit risk exposure applicable to OUS is not available.

Foreign Currency Risk—Deposits

Deposits in foreign currency run the risk of losing value due to fluctuations in foreign exchange rates. State Treasury deposits are in U.S. currency and therefore not exposed to foreign currency risk. In the course of providing students and faculty opportunities for international studies and research abroad, foreign bank accounts have been established in several countries. The aggregate account balances converted into U.S. dollars equaled \$80,000 at June 30, 2009.

Other Deposits

OUS cash and cash equivalents held by a fiscal agent outside the State Treasury comprised \$2,195,000 and \$2,905,000 at June 30, 2009 and 2008, respectively. The fiscal agent is the custodian for distributing the OUS bond principal and interest repayments to bondholders. The cash balance with the fiscal agent is subject to Federal deposit insurance for

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

the first \$250,000 for each bondholder. At June 30, 2009, no bondholders had balances exceeding \$250,000.

For the years ended June 30, 2009 and 2008, OUS had petty cash balances of \$457,000 and \$396,000, respectively. Additionally, OUS has small amounts of cash invested with a fiscal agent relating to debt issuances.

Other Cash Activities

OUS participates in a limited amount of forward contracts relating to international currency purchases. The contracts are used to limit the exposure to currency fluctuations during the school year and establish a fixed cost to the students who participate in international studies abroad. The unused portions of the forward currency contracts totaled \$3,653,000 and, in aggregate, were in a favorable position at June 30, 2009.

B. Investments

OUS funds are invested by the State Treasury. OUS investment policies are governed by statute, the Oregon Investment Council (Council), and the Board. In accordance with ORS, investments of those funds are managed as a prudent investor would do, exercising reasonable care, skill and caution. While the State Treasury is authorized to utilize demand deposit accounts and fixed-income investments, equity investments must be directed by external investment managers who are under contract to the Council.

The following schedule presents the fair value of OUS investments as reported by the applicable investment trustee at June 30, 2009 (dollars in thousands):

University System	Fair Value	Concentration of Credit Risk
Investment Type:		
Money Market Funds	\$ 1,033	2%
US Government Bonds	63	-
Mutual Funds - Domestic Fixed Income	13,959	20%
Guaranteed Investment Contracts	8,901	13%
US Agency Securities	5,831	9%
Fixed Income Investments	29,787	
Mutual Funds - Domestic Equity Securities	10,781	16%
Mutual Funds - International Equity	20,779	30%
Equity Investments	31,560	
Alternative Equities	4,837	7%
Real Estate	2,154	3%
Other Investments	6,991	
Total All Investments	68,338	100%
Less Amounts Recorded As Cash	(1,033)	
Total Investments	\$ 67,305	

Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and such changes could materially affect the amounts reported in the statement of net assets.

In 2009, there has been significant volatility in the domestic and international investment markets, primarily as a result of liquidity issues in credit markets. Consequently, the fair value of OUS's investments is exposed to higher than typical price volatility which could result in a substantial change in the fair value of certain investments from the amounts reported as of June 30, 2009.

OUS monitors endowment investments to identify any accounts for which historical value is more than estimated fair value. As of June 30, 2009, nine individual named permanent endowment funds had estimated fair values that, in total, were \$889,000 less than their permanently restricted or historical value. This was the result of net declines in financial markets since these funds were established. Associated unrealized losses are recorded in the Unrestricted Net Assets caption on the Statement of Net Assets.

Of the total investments, \$52 million are in pooled endowment investments, \$2 million are separately invested endowments, and \$14 million are investments of unspent bond proceeds. OUS has an endowment investment policy and follows State Treasury policy for investments of unspent bond proceeds.

Investments of the OUS discretely presented component units are summarized at June 30, 2009 as follows (in thousands):

Component Units	Fair Value
Investment Type:	
Corporate Stocks, Bonds, Securities and Mutual Funds	\$ 453,471
Investment in Common Stock, Voting Trust and Partnerships	372,044
US Treasury Notes and Government Obligations	28,736
Money Market Funds and Certificates of Deposit	49,883
Collateralized Mortgages, Mortgage Notes and Contracts, Realty Funds	6,144
Land and Buildings	9,298
Remainder Trusts, Unitrusts and Gift Annuities	2,754
Alternative Investments	2,054
Cash Value of Life Insurance Policies	204
Total Investments	\$ 924,588

Credit Risk

Credit risk is the risk that the issuer of an investment fails to fulfill its obligations. OUS investment policy pertaining to credit risk requires fixed income securities to have an average credit quality of A or better and limits below investment grade bonds to no more than 15% of the bond portfolio. At

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

June 30, 2009, OUS fixed income investments (in thousands) had the following credit quality ratings:

Investment Type:	Total	Money Market Funds	Mutual Funds- Domestic Fixed Income	Guaranteed Investment Contracts	Other
AAA	\$ 5,831				\$ 5,831
AA	13,959		\$ 13,959		
Aaa	63				63
Unrated	9,934	\$ 1,033		\$ 8,901	
Fair Value	\$ 29,787	\$ 1,033	\$ 13,959	\$ 8,901	\$ 5,894

Custodial Credit Risk—Investments

Custodial credit risk refers to OUS investments that are held by others and not registered in OUS's or the State Treasury's name. This risk typically occurs in repurchase agreements where one transfers cash to a broker-dealer in exchange for securities, but the securities are held by a separate trustee in the name of the broker-dealer. Custodial credit risk does not apply to OUS investments because OUS investments are not used to participate in repurchase agreements.

Concentration of Credit Risk

Concentration of credit risk refers to potential losses if total investments are concentrated with one or few issuers. OUS policy for reducing this risk in fixed income securities is that, with exception of US Government and Agency issues, no more than 10% of the bond portfolio, at market value, will be invested in securities of a single issuer or five percent of the individual issue. For equity securities, not more than five percent of the market value of any investment fund will be invested in any single issue or security, unless part of an index fund. No investments representing five percent or more of total investments were held at June 30, 2009.

Interest Rate Risk

Investments in fixed income securities are subject to the risk that changes in interest rates will adversely affect the fair value of the investments. OUS does not have a specific policy pertaining to interest rate risk other than to limit fixed income investments of endowments to 25% - 35% of total investments. OUS has the following investments in corporate bonds and fixed income mutual funds at June 30, 2009 (in thousands):

Investment Type:	Total	Money Market Funds	Mutual Funds- Domestic Fixed Income	Guaranteed Investment Contracts	Other
Investment Maturities (in years):					
Less than 1	\$ 12,921	\$ 1,033		\$ 6,057	\$ 5,831
1 to 5	16,803		\$ 13,959	2,844	
6 to 10	63				63
Fair Value	\$ 29,787	\$ 1,033	\$ 13,959	\$ 8,901	\$ 5,894

Foreign Currency Risk

Foreign currency risk is the risk of investments losing value due to fluctuations in foreign exchange rates. OUS does not directly invest in foreign currency investments and is therefore not subject to foreign currency risk. However, OUS has \$21 million in mutual funds that are primarily invested in international equities at June 30, 2009.

C. Securities Lending

In accordance with the State investment policies, the State Treasurer participates in securities lending transactions. The securities lending balances relating to investment securities owned by OUS and OUS funds deposited into the Oregon Short-Term Fund (OSTF) are shown on the following tables (in thousands) and illustrate that the State Treasury had no credit risk exposure to borrowers related to securities on loan:

	June 30, 2009	June 30, 2008
OUS Securities on loan:		
Fair Value	\$ 1,723	\$ 757
Cash Collateral held by OUS:		
Fair Value	1,800	798
Reported Value	1,831	803
Securities on loan by OSTF:		
Fair Value	366,029	405,970
Cash Collateral held by OSTF:		
Fair Value	370,498	411,639
Reported Value	373,678	414,098

The State Treasurer has authorized its custodian to act as its agent in the lending of the OUS and OSTF's securities pursuant to a form of loan agreement, in accordance with OSTF investment policies. There have been no significant violations of the provisions of securities lending agreements.

The State Treasurer's securities lending agent lent short-term and fixed income securities and received as collateral U.S. dollar-denominated cash. Borrowers were required to

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

deliver cash collateral for each loan equal to not less than 102% of the market value of the loaned security. The State Treasurer did not impose any restrictions during the year on the amount of the loans that the securities lending agent made on its behalf. The State Treasurer is fully indemnified by its securities lending agent against losses due to borrower default. There were no losses during the year from the failure of borrowers to return loaned securities.

The Custodian is authorized by the Securities Lending Agreement to invest cash collateral received for OUS securities on loan in the OSTF. At June 30, 2009, the OSTF comprised commercial paper, U.S. agency securities, time certificates of deposit (TCD), and corporate notes. The funds' rules provide that broker/dealers meet certain qualifications and that investments are delivered to and held by a third party custodian, which holds the funds' securities in the State of Oregon's name. The TCDs, comprising approximately one percent of

total OSTF investments, are exposed to custodial credit risk. The TCDs are collateralized by securities pledged by the bank equal to 25% of the COPs provided by the bank.

The cash collateral of OSTF securities on loan was invested in a short-term investment fund (STIF) maintained by the custodial agent, into U.S. agency securities, and corporate notes. The investments were held by a third-party custodian in the State of Oregon's name. The STIF is not rated by a nationally recognized statistical rating organization, although the STIF's portfolio rules provide minimum requirements with respect to the credit quality of the STIF.

The State Treasurer and borrowers maintained the right to terminate all securities lending transactions on demand. As a consequence, the maturities of investments made with the cash collateral generally do not match the maturities of the securities loans.

3. Accounts Receivable

Accounts Receivable comprised the following (in thousands):

	June 30, 2009	June 30, 2008
Student Tuition and Fees	\$ 92,812	\$ 90,944
Auxiliary Enterprises and Other		
Operating Activities	17,771	17,684
Federal Grants and Contracts	38,714	30,640
State, Other Government, and Private		
Gifts and Contracts	41,118	33,616
Component Units	14,388	11,946
Other	9,585	17,014
	214,388	201,844
Less: Allowance for Doubtful Accounts	(12,642)	(11,577)
Accounts Receivable, Net	\$ 201,746	\$190,267

4. Notes Receivable

Notes Receivable comprised the following (in thousands):

	June 30, 2009		
	Current	Noncurrent	Total
Institutional and Other Student Loans	\$ 1,625	\$ 4,778	\$ 6,403
Federal Student Loans	14,589	65,377	79,966
Amounts Due from OHSU for Bond			
Indebtedness (See Note 8.G.)	3,103	24,285	27,388
	19,317	94,440	113,757
Less: Allowance for Doubtful			
Accounts	(6,969)	(3,286)	(10,255)
Notes Receivable, Net	\$ 12,348	\$ 91,154	\$ 103,502
	June 30, 2008		
	Current	Noncurrent	Total
Institutional and Other Student Loans	\$ 1,553	\$ 8,439	\$ 9,992
Federal Student Loans	14,270	64,801	79,071
Amounts Due from OHSU for Bond			
Indebtedness (See Note 8.G.)	4,215	27,393	31,608
	20,038	100,633	120,671
Less: Allowance for Doubtful			
Accounts	(6,218)	(3,255)	(9,473)
Notes Receivable, Net	\$ 13,820	\$ 97,378	\$ 111,198

Student loans made through the Federal Perkins Loan Program comprise substantially all of the Federal Student Loans receivable at June 30, 2009 and 2008. The program is funded through annual capital contributions from the federal government, an OUS match, interest earnings and repayment of loans. Under certain conditions, the repayment of loans can be forgiven at differing annual rates ranging from 10 to 100 percent.

Federal Perkins loans deemed uncollectible are assigned to the U.S. Department of Education for collection. OUS has provided an allowance for uncollectible loans, which in management's opinion will absorb loans that will ultimately be written off.

5. Capital Assets

The following schedules reflect the changes in capital assets (in thousands):

	Balance July 1, 2007	Additions	Retirements and Adjustments	Balance June 30, 2008	Additions	Retirements and Adjustments	Balance June 30, 2009
Capital Assets, Non-depreciable:							
Land	\$ 84,408	\$ 5,398	\$ 11,212 A	\$ 101,018	\$ 5,679		\$ 106,697
Capitalized Collections	59,151	2,113	(37)	61,227	784		62,011
Construction in Progress	94,883	175,502	(105,765)	164,620	256,996	\$ (171,024)	250,592
Total Capital Assets, Non-depreciable	238,442	183,013	(94,590)	326,865	263,459	(171,024)	419,300
Capital Assets, Depreciable							
Equipment	268,563	35,022	(16,814)	286,771	33,886	(14,550)	306,107
Library Materials	301,787	11,137	(984)	311,940	9,026	(515)	320,451
Buildings	1,654,362	97,478	(22,922) A	1,728,918	142,102	(2,417)	1,868,603
Land Improvements	24,191	979	35	25,205	19,288		44,493
Improvements Other Than Buildings	17,093	4,080	(19)	21,154	3,041		24,195
Infrastructure	53,577	2,332	(351)	55,558	6,319	(141)	61,736
Total Capital Assets, Depreciable	2,319,573	151,028	(41,055)	2,429,546	213,662	(17,623)	2,625,585
Less Accumulated Depreciation for:							
Equipment	(194,460)	(21,069)	15,392	(200,137)	(23,439)	11,707	(211,869)
Library Materials	(237,676)	(13,261)	589	(250,348)	(12,845)	458	(262,735)
Buildings	(643,199)	(52,580)	4,794	(690,985)	(48,895)	5,974	(733,906)
Land Improvements	(13,575)	(1,110)	(21)	(14,706)	(1,776)	1	(16,481)
Improvements Other than Buildings	(10,170)	(1,627)	(31)	(11,828)	(1,737)	(8)	(13,573)
Infrastructure	(37,767)	(2,077)	231	(39,613)	(2,246)	(26)	(41,885)
Total Accumulated Depreciation	(1,136,847)	(91,724)	20,954	(1,207,617)	(90,938)	18,106	(1,280,449)
Total Capital Assets, Net	\$ 1,421,168	\$ 242,317	\$ (114,691)	\$ 1,548,794	\$ 386,183	\$ (170,541)	\$ 1,764,436
Capital Assets Summary							
Capital assets, nondepreciable	\$ 238,442	\$ 183,013	\$ (94,590)	\$ 326,865	\$ 263,459	\$ (171,024)	\$ 419,300
Capital assets, depreciable	2,319,573	151,028	(41,055)	2,429,546	213,662	(17,623)	2,625,585
Total cost of capital assets	2,558,015	334,041	(135,645)	2,756,411	477,121	(188,647)	3,044,885
Less accumulated depreciation	(1,136,847)	(91,724)	20,954	(1,207,617)	(90,938)	18,106	(1,280,449)
Total Capital Assets, Net	\$ 1,421,168	\$ 242,317	\$ (114,691)	\$ 1,548,794	\$ 386,183	\$ (170,541)	\$ 1,764,436

A— An asset valued at \$12,658,000 was reclassified in fiscal year 2008 from Buildings to Land.

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

6. Accounts Payable and Accrued Liabilities

Accounts Payable and Accrued Liabilities comprised the following (in thousands):

	June 30, 2009	June 30, 2008
Services and Supplies	\$ 97,268	\$ 74,933
Accrued Interest	23,128	15,739
Salaries and Wages	14,950	14,903
Payroll Related Expenses	4,472	4,958
Contract Retainage Payable	7,959	5,660
Matured Bonds, COPs and Interest Payable	2,195	2,905
Financial Aid	2	54
	<u>\$ 149,974</u>	<u>\$ 119,152</u>

7. Operating Lease Receivables and Payables

A. Receivables

OUS receives income for land, property and equipment that is leased to non-State entities. Rental income received from leases was \$7,180,000 and \$7,154,000 for the years ended June 30, 2009 and 2008, respectively. The original cost of assets leased, net of depreciation, was \$20,483,000 and \$16,291,000 for the years ended June 30, 2009 and 2008, respectively. Minimum future lease revenue for non-cancelable operating leases at June 30, 2009 were (in thousands):

For the year ending June 30,	
2010	\$ 6,035
2011	5,162
2012	4,921
2013	4,415
2014	3,210
2015-2019	13,508
2020-2024	13,086
2025-2029	13,121
2030-2034	11,855
2035-2039	9,522
2040-2044	1,007
2045-2049	633
2050-2054	49
Total Minimum Operating Lease Revenue	<u>\$ 86,524</u>

B. Payables

OUS leases building and office facilities and other equipment under noncancelable operating leases. Total costs for such leases and rents were \$12,017,000 and \$9,112,000 for the years ended June 30, 2009 and 2008, respectively. Minimum future lease payments on operating leases at June 30, 2009 were (in thousands):

For the year ending June 30,	
2010	\$ 10,547
2011	8,948
2012	7,940
2013	6,600
2014	5,210
2015-2019	20,874
2020-2024	21,081
2025-2029	5,177
2030-2034	39
2035-2039	39
2040-2044	39
2045-2049	39
2050-2054	39
Total Minimum Operating Lease Payments	<u>\$ 86,572</u>

8. Long-Term Liabilities

Long-term liability activity was as follows (in thousands):

	Balance June 30, 2008	Additions	Reductions	Balance June 30, 2009	Amounts due within one year
Long-Term Debt					
General Obligation Bonds XI-F(1)	\$ 898,292	\$ 94,712	\$ (46,905)	\$ 946,099	\$ 35,386
General Obligation Bonds XI-G	246,517	84,080	(12,802)	317,795	9,672
Oregon Department of Energy Loans (SELP)	18,694	10,035	(1,636)	27,093	1,691
Certificates of Participation (COPs)	22,094	71,131	(4,219)	89,006	7,229
Lottery Bonds	94,347		(3,110)	91,237	3,083
Capital Leases	113	121	(102)	132	63
Arbitrage	1,137	5	(458)	684	7
Other Notes Payable	27		(7)	20	8
Total Long-Term Debt	1,281,221	260,084	(69,239)	1,472,066	57,139
Other Noncurrent Liabilities					
Compensated Absences	41,018	44,856	(41,018)	44,856	43,610
Other Postemployment Benefits	5,150	4,961		10,111	
Early Retirement Liability	543		(160)	383	135
Total Other Noncurrent Liabilities	46,711	49,817	(41,178)	55,350	43,745
Total Long-Term Liabilities	\$ 1,327,932	\$ 309,901	\$ (110,417)	\$ 1,527,416	\$ 100,884

	Balance July 1, 2007	Additions	Reductions	Balance June 30, 2008	Amounts due within one year
Long-Term Debt					
General Obligation Bonds XI-F(1)	\$ 732,269	\$ 227,176	\$ (61,153)	\$ 898,292	\$ 31,031
General Obligation Bonds XI-G	241,918	19,627	(15,028)	246,517	8,738
Oregon Department of Energy Loans (SELP)	13,864	6,526	(1,696)	18,694	1,532
Certificates of Participation (COPs)	20,300	5,606	(3,812)	22,094	3,041
Lottery Bonds	46,198	50,846	(2,697)	94,347	3,109
Capital Leases	233	17	(137)	113	101
Arbitrage	972	303	(138)	1,137	
Other Notes Payable	27			27	6
Total Long-Term Debt	1,055,781	310,101	(84,661)	1,281,221	47,558
Other Noncurrent Liabilities					
Compensated Absences	40,172	41,864	(41,018)	41,018	41,018
Other Postemployment Benefits		5,150		5,150	
Early Retirement Liability	570	135	(162)	543	182
Total Other Noncurrent Liabilities	40,742	47,149	(41,180)	46,711	41,200
Total Long-Term Liabilities	\$ 1,096,523	\$ 357,250	\$ (125,841)	\$ 1,327,932	\$ 88,758

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

The schedule of principal and interest payments for OUS debt is as follows (in thousands):

For the Year Ending June 30,	General Obligation Bonds				Lottery Bonds	Capital Leases	Other Borrowings	Total Payments	Principal	Interest
	XI-F(1)	XI-G	SELP	COPs						
2010	\$ 76,045	\$ 22,028	\$ 3,154	\$ 11,278	\$ 6,948	\$ 71	\$ 8	\$ 119,532	\$ 46,337	\$ 73,195
2011	71,026	23,108	3,060	10,189	6,484	53	696	114,616	42,541	72,075
2012	76,681	23,117	3,048	9,543	6,477	19		118,885	47,962	70,923
2013	76,167	23,142	2,897	8,932	6,481	2		117,621	47,646	69,975
2014	74,204	23,212	2,684	7,589	7,524			115,213	48,140	67,073
2015-2019	352,347	115,137	11,570	29,383	42,248			550,685	256,671	294,014
2020-2024	304,021	107,667	7,326	23,994	34,703			477,711	275,094	202,617
2025-2029	265,456	98,048	8,309	22,790	21,643			416,246	293,774	122,472
2030-2034	197,340	59,808	134					257,282	197,332	59,950
2035-2039	122,780	29,383						152,163	135,335	16,828
Accreted Interest									66,231	(66,231)
									\$ 1,457,063	\$ 982,891
Total Future Debt Service	1,616,067	524,650	42,182	123,698	132,508	145	704	2,439,954		
Less: Interest Component of Future Payments	(680,215)	(205,567)	(15,089)	(38,456)	(43,551)	(13)		(982,891)		
Principal Portion of Future Payments	935,852	319,083	27,093	85,242	88,957	132	704	1,457,063		
Adjusted by:										
Unamortized Bond Premiums	22,816	3,064		3,764	2,608			32,252		
Deferred Gain on Refunding	(12,569)	(4,352)			(328)			(17,249)		
Total Long-Term Debt	\$ 946,099	\$ 317,795	\$ 27,093	\$ 89,006	\$ 91,237	\$ 132	\$ 704	\$ 1,472,066		

A. General Obligation Bonds XI-F(1)

The Oregon Constitution authorizes OUS to issue Article XI-F (1) State of Oregon General Obligation Bonds. Article XI-F(1) bond issuances are used to finance the construction of self-liquidating and self-supporting projects with debt service generated by these projects. OUS policy requires the establishment and maintenance of sinking funds and those funds are included in Cash and Cash Equivalents. See "Note 8. Long-term Liabilities, H. Defeased Debt" for information relating to debt issued to refund existing debt.

XI-F(1) bonds, with effective yields ranging from 0.7 percent to 7.3 percent, are due serially through 2039.

During the fiscal year ended June 30, 2009, OUS issued bonded indebtedness as follows:

- XI-F(1) Tax Exempt Bond Series 2009 A, \$85,685,000, effective rate of 4.8 percent for capital construction and refunding due serially through 2039.

During the fiscal year ended June 30, 2008, OUS issued bonded indebtedness as follows:

- XI-F(1) Taxable Bond Series 2008 A, \$200,000,000, effective interest rate of 5.9 percent for capital construction due serially through 2039.

B. General Obligation Bonds XI-G

The Oregon Constitution authorizes OUS to issue Article XI-G State of Oregon General Obligation Bonds. Article XI-G bond issuances are used to finance designated educational buildings and facilities with debt service funded by State legislative appropriation. See "Note 8. Long-term Liabilities, H. Defeased Debt" for information relating to debt issued to refund existing debt.

XI-G bonds, with effective yields ranging from 0.7 percent to 7.0 percent, are due serially through 2039.

During the fiscal year ended June 30, 2009, OUS issued bonded indebtedness as follows:

- XI-G Tax Exempt Bonds Series 2008 B, \$31,195,000, effective rate of 4.4 percent for capital construction and refunding due serially through 2039.
- XI-G Tax Exempt Bonds Series 2009 B, \$50,485,000, effective rate of 4.7 percent for capital construction and refunding due serially through 2039.

During the fiscal year ended June 30, 2008, OUS issued bonded indebtedness as follows:

- XI-G Tax Exempt Bond Series 2007 C, \$7,805,000, effective interest rate of 4.6 percent for capital construction due serially through 2038.
- XI-G Taxable Bond Series 2007 E, \$2,500,000, effective interest rate of 5.8 percent for capital construction due serially through 2028.

C. Oregon Department of Energy Loans

OUS has entered into loan agreements with the State of Oregon Department of Energy (DOE) Small Scale Energy Loan Program (SELP) for energy conservation projects at OUS institutions. OUS makes monthly loan payments (principal and interest) to the DOE in accordance with the loan agreements. SELP loans, with interest rates ranging from 2.0 percent to 6.8 percent, are due through 2030.

D. Certificates of Participation

Certificates of Participation (COPs) are issued to finance certain equipment, computer software and construction. OUS makes payments (principal and interest) to a trustee in accordance with the interagency agreement. The trustee, in turn, makes the debt service payments to COPs holders. COPs, with effective yields ranging from 1.3 percent to 5.0 percent, are due through fiscal year 2029.

During the fiscal year ended June 30, 2009, OUS issued COPs as follows:

- Series 2008 A, \$7,400,000, effective rate of 3.6 percent for technology projects and construction due serially through 2018.
- Series 2009 A & B, \$60,485,000, effective rate of 4.3 percent for technology projects and construction due serially through 2029.

During the fiscal year ended June 30, 2008, OUS issued COPs as follows:

- Series 2007 B, \$5,543,000, effective interest rate of 4.0 percent for technology projects due serially through 2018.

E. Lottery Bonds

Lottery Bonds are special obligations of the State, secured and payable from net revenues of the Oregon State Lottery. Lottery Bonds are issued pursuant to ORS Chapters 286.560 to 286.580 and 348.716, and under the authority of ORS Chapter 942. Lottery Bonds, with effective yields ranging from 2.5 percent to 5.3 percent, are due through fiscal year 2028.

In fiscal year 2009, there were no lottery bond issuances.

During the fiscal year ended June 30, 2008, the State issued on OUS's behalf Lottery Bonds as follows:

- Tax Exempt Bond Series 2007 C with net proceeds of \$19,865,000 with an effective interest rate of 4.1 per-

cent. Net proceeds were used for capital construction.

- Taxable Bond Series 2007 D with net proceeds of \$2,345,000 with an effective interest rate of 4.9 percent. Net proceeds were used for capital construction.
- Tax Exempt Bond Series 2008 A with net proceeds of \$27,770,000 with an effective interest rate of 4.1 percent. Net proceeds were used for capital construction.

F. Arbitrage Rebate Liability

The Tax Reform Act of 1986 placed restrictions on the non-purpose investment earnings from the proceeds of qualified tax-exempt bonds issued after August 15, 1986. Specifically, the nonpurpose investment earnings on these bonds are limited to the yield on each individual bond issue (based on the initial offering price to the public). Nonpurpose investment earnings in excess of the bond yield limitations are subject to rebate to the federal government. The total arbitrage rebate liability as of June 30, 2009 and 2008 was \$684,000 and \$1,137,000, respectively.

G. Debt Related to Oregon Health & Science University

Prior to 1996, Oregon Health & Science University (OHSU) was part of OUS. Pursuant to an act of the Oregon Legislature, OHSU became an independent public corporation. Consequently, OHSU is no longer included in the OUS financial statements.

The new public corporation was given ownership of all property related to OHSU, and assumed liability for all outstanding indebtedness that OUS had incurred for the benefit of OHSU.

A receivable from OHSU has been recorded for OUS debt that was incurred for the benefit of OHSU (See Note 4). At June 30, 2009 and 2008, long-term debt of OUS that relates to OHSU was \$27,388,000 and \$31,608,000, respectively.

H. Defeased Debt

During the year ended June 30, 2009, OUS issued \$17,490,000 of XI-F(1) bonds with an average interest rate of 4.8 percent to refund \$18,300,000 in XI-F(1) bonds with an average interest rate of 4.7 percent. The net proceeds of the XI-F(1) bonds were \$18,640,000 (after bond premium of \$1,280,000 and payment of \$130,000 in underwriting fees, insurance, and other issuance costs).

The refunding resulted in a difference between the reacquisition price and the net carrying value of the old debt of

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

\$338,000. The refunding was undertaken to reduce total debt service payments (principal and interest) over the next nine years by \$1,087,000 and resulted in an economic gain of \$798,000.

During the year ended June 30, 2009, OUS issued \$4,225,000 of XI-G bonds with an average interest rate of 4.1 percent to refund \$4,085,000 in XI-G bonds with an average interest rate of 4.9 percent. The net proceeds of the XI-G bonds were \$4,241,000 (after net premium of \$58,000 and payment of \$42,000 in underwriting fees, insurance, and other issuance costs).

The refunding resulted in a difference between the reacquisition price and the net carrying value of the old debt of \$96,000. The refunding was undertaken to reduce total debt service payments (principal and interest) over the next 10 years by \$171,000 and resulted in an economic gain of \$128,000.

During the year ended June 30, 2008, OUS issued \$21,305,000 in XI-F(1) bonds with an average interest rate of 4.3 percent to refund \$21,235,000 in XI-F(1) bonds with an average interest rate of 5.2 percent. The net proceeds of the bonds were \$21,519,000 (after bond premium of \$318,000 and payment of \$104,000 in underwriting costs.)

The refunding resulted in a difference between the reacquisition price and the net carrying value of the old debt of \$445,000. The refunding was undertaken to reduce total debt service payments (principal and interest) over the next 18 years by \$1,895,000 and resulted in an economic gain of \$1,409,000.

During the year ended June 30, 2008, OUS issued \$7,465,000 in XI-G bonds with an average interest rate of 4.3 percent to refund \$7,365,000 in XI-G bonds with an average interest rate of 5.2 percent. The net proceeds of the bonds were \$7,464,000 (after bond premium of \$37,000 and payment of \$38,000 in underwriting costs.)

The refunding resulted in a difference between the reacquisition price and the net carrying value of the old debt of \$157,000. The refunding was undertaken to reduce total debt service payments (principal and interest) over the next 18 years by \$683,000 and resulted in an economic gain of \$508,000.

In prior years, OUS and OHSU defeased various bond issues by placing funds in an irrevocable trust to provide for all future debt service payments of the defeased bonds. Funds placed in the trust are risk free. For financial reporting purposes, the debt has been considered defeased and therefore removed as a liability from the financial statements.

The total amount of the defeased debt outstanding but removed from the financial statements amounted to \$242,404,000 at June 30, 2009 and \$263,392,000 at June 30, 2008 of which \$96,000 and \$150,000, respectively, related to OHSU.

I. Capital Leases

OUS has acquired assets under capital lease agreements. The cost of OUS assets held under capital leases totaled \$326,000 and \$728,000 as of June 30, 2009 and 2008, respectively. Accumulated depreciation of leased equipment totaled \$148,000 and \$530,000 for June 30, 2009 and 2008, respectively.

The lease purchase (capital lease) contracts expire through fiscal year 2013. The capital leases are recorded at the present value of the minimum future lease payments at the inception date. Interest rates on capitalized leases vary from 1.1 percent to 13.4 percent with a weighted average interest rate of 6.8 percent.

J. Early Retirement Liability

Since 1998, SOU has offered a voluntary tenure relinquishment and early retirement program to tenured faculty at least 55 years of age. Faculty electing this plan relinquish all claims to tenure and receive an annual full-time fixed term contract for up to three years. An option within the plan provides that SOU will subsidize health and dental benefits up to a specified dollar amount for up to seven years after the employee's retirement date. As of June 30, 2009, 15 retirees were participating in the health and benefits option of this plan.

Early retirement liabilities comprised \$135,000 and \$182,000 in Current Portion of Long-Term Liabilities and \$248,000 and \$361,000 in Long-Term Liabilities as of June 30, 2009 and 2008, respectively. This liability was calculated using a discounted present value of expected future benefit payments, with a discount rate of six percent.

9. Unrestricted Net Assets

Unrestricted Net Assets comprised the following (in thousands):

	June 30, 2009	June 30, 2008
Budgeted Operating Funds	\$ 79,757	\$ 94,321
Designated Operating Funds	25,567	21,727
Service Department Funds	2,569	202
Housing Funds	23,594	26,998
Intercollegiate Athletics Funds	(14,142)	(12,309)
Other Auxiliary Funds and Other Funds	32,710	36,269
Unrestricted Endowment Funds	2,560	3,241
	\$ 152,615	\$ 170,449

10. Investment Activity

Investment Activity detail is as follows (in thousands):

	June 30, 2009	June 30, 2008
Interest Income	\$ 13,862	\$ 20,071
Net Depreciation of Investments	(14,251)	(8,514)
Royalties and Technology Transfer Income	5,790	5,416
Endowment Income	2,626	2,549
Trust Income Distribution	(2,698)	(2,547)
Dividend Income	2	3
Other	-	2
	\$ 5,331	\$ 16,980

11. Operating Expenses by Natural Classification

The Statement of Revenues, Expenses and Changes in Net Assets report operating expenses by their functional classification. The following displays operating expenses by natural classification (in thousands):

	June 30, 2009	June 30, 2008
Compensation and Benefits	\$ 1,255,837	\$ 1,147,478
Services and Supplies	465,293	422,371
Scholarships and Fellowships	99,941	86,388
Depreciation	90,938	91,724
Other Expenses	3,926	9,307
	\$ 1,915,935	\$ 1,757,268

12. Government Appropriations

Appropriations specific to capital construction are reported separately from general operations and debt service on the Statement of Revenues, Expenses and Changes in Net Assets. Government appropriations comprised the following (in thousands):

	June 30, 2009			
	General Operations	Debt Service	Capital Construc- tion	Total
General Fund	\$ 317,111	\$ 21,548	\$ 11,718	\$ 350,377
SFSF (1)	55,636			55,636
Lottery Funding	13,455	4,207		17,662
Harvest Tax	3,030			3,030
Total State	389,232	25,755	11,718	426,705
Federal Appropriations	8,169			8,169
County Appropriations	5,266			5,266
Total Appropriations	\$ 402,667	\$ 25,755	\$ 11,718	\$ 440,140

	June 30, 2008			
	General Operations	Debt Service	Capital Construc- tion	Total
General Fund	\$ 400,085	\$ 17,837	\$ 16,610	\$ 434,532
Lottery Funding	6,494	6,615		13,109
Harvest Tax	2,552			2,552
Total State	409,131	24,452	16,610	450,193
Federal Appropriations	9,139			9,139
County Appropriations	5,849			5,849
Total Appropriations	\$ 424,119	\$ 24,452	\$ 16,610	\$ 465,181

(1) OUS's allocation of State Fiscal Stabilization Funds (SFSF). SFSF were provided to the State of Oregon by the Federal Government as one component of the American Recovery and Reinvestment Act.

13. Employee Retirement Plans

OUS offers various retirement plans to qualified employees as described below.

Oregon Public Employees Retirement System/ Oregon Public Service Retirement Plan

Oregon Public Employees Retirement System (System) holds assets in a pension trust and offers two retirement plans in which OUS employees are eligible to participate, the State of Oregon Public Employees Retirement System and the Oregon Public Service Retirement Plan. These plans are administered by the Public Employees Retirement Board (Retirement Board) as required by Chapters 238 and 238A of the ORS. An employee is considered vested and eligible for retirement benefits if he or she has had a contribution in each of five calendar years or has reached at least 50 years of age before ceasing employment.

The **State of Oregon Public Employees Retirement System** (PERS) is a single pension plan that features both a cost-sharing multi-employer defined benefit plan and an agency multiple-employer pension plan. The 1995 Oregon Legislature enacted a law creating two tiers of PERS benefits. Employees hired into an eligible position prior to January 1, 1996 are enrolled in Tier One, while employees hired into an eligible position on or after January 1, 1996 are enrolled in Tier Two.

Tier One members are eligible for retirement with unreduced benefits at age 58 or at any age with 30 or more years of service. Employees may retire after reaching age 55; however, benefits are reduced if retirement occurs prior to age 58 with less than 30 years of service.

Tier Two members are eligible for retirement with unreduced benefits at age 60 or at any age with 30 or more years of service. Employees may retire after reaching age 55; however, benefits are reduced if retirement occurs prior to age 60 with less than 30 years of service.

PERS contribution requirements are established by ORS and may be amended by an act of the Oregon Legislature. PERS collects contributions from both employers and employees for the purpose of funding retirement benefits. Beginning July 1, 1979, the employee's contribution rate of 6 percent has been paid by the employer. The employer contribution rate for Tier One and Two was 6.54 percent for the fiscal year ended 2009 and 5.45 percent for the first six months and 6.54 percent for the second six months of the fiscal year ended 2008.

The Retirement Bond Debt Service Assessment was author-

ized by the State of Oregon Legislature in 2003 to sell general obligation bonds in the amount of \$2 billion to pay a PERS unfunded actuarial liability. This action reduced the PERS contribution rate for PERS covered employers in November 2003.

The Oregon Department of Administrative Services coordinates the debt service assessments to PERS employers to cover the bond debt service payments. PERS employers are assessed a percentage of PERS-subject payroll to fund the payments. The assessment rate is adjusted biennially over the life of the twenty-four year debt repayment schedule.

The payroll assessment for the pension obligation bond began May 2004 and is currently at a rate of 5.95 percent. Payroll assessments for the fiscal years ended June 30, 2009 and 2008 were \$26,819,000 and \$25,743,000, respectively.

The **Oregon Public Service Retirement Plan** (OPSRP) is a single pension plan that features both a defined benefit plan and a defined contribution plan. The 2003 Oregon Legislature enacted a law creating OPSRP. Employees hired into eligible positions after August 28, 2003 are enrolled.

OPSRP members are eligible for retirement with unreduced benefits at age 65 or age 58 with 30 or more years of service. Employees may retire after reaching age 55; however, benefits are reduced if retirement occurs prior to age 58 with less than 30 years of service.

OPSRP contribution requirements are established by ORS and may be amended by an act of the Oregon Legislature. OPSRP collects contributions from both employers and employees for the purpose of funding retirement benefits. Beginning July 1, 1979, the employee's contribution rate of 6 percent has been paid by the employer, except for one union at PSU where employees self pay. The employer contribution rate for OPSRP was 8.03 percent for the fiscal years ended 2009 and 2008.

PERS members as of January 1, 2004 have their employee contribution (paid by the employer) deposited to the defined contribution portion of the OPSRP and their employer contribution credited to the defined benefit portion of the OPSRP. They continue to retain their existing PERS accounts and other benefits associated with PERS membership.

An actuarial valuation of the System is performed every two years to determine the level of employer contributions. The most recently completed valuation was performed as of December 31, 2007. The valuation included projected payroll growth at 3.75 percent. The pension benefit obligation is a standardized disclosure measure of the present value of pension benefits. It is adjusted for the effects of projected sal-

ary increases estimated to be payable in the future as a result of employee service to date. The actuarial accrued liability at December 31, 2007, for PERS and OPSRP, determined through an actuarial valuation performed as of that date, was \$52.7 billion and \$203.0 million, respectively. PERS and OPSRP net assets available for benefits on that date (valued at market) were \$51.4 billion and \$275.1 million, respectively. Information for OUS as a stand-alone entity is not available.

The ten-year historical trend information showing the progress made in accumulating sufficient assets to pay benefits when due is presented in the separately issued PERS Component Unit Financial Report for the year ended June 30, 2008.

The System issues a separate, publicly available financial report that includes audited financial statements and required supplementary information. That report may be obtained by writing to Fiscal Services Division, PERS, 11410 SW 68th Parkway, Tigard, OR 97223, or by linking on the internet at http://www.oregon.gov/PERS/docs/financial_reports/2008_cafr.pdf, or by calling 1-888-320-7377 or 1-503-598-7377 (in Portland Metro area).

OUS employer contributions to PERS and OPSRP for the years ended June 30, 2009 and 2008 were \$31,512,000 and \$27,201,000, respectively, equal to the required contributions for those years.

Optional Retirement Plan

The 1995 Oregon Legislature enacted legislation that authorized OUS to offer a defined contribution retirement plan as an alternative to PERS. The Board appointed a Retirement Plan Committee to administer the Optional Retirement Plan (ORP) and established trustees to manage plan assets placed with mutual funds and insurance companies. Beginning April 1, 1996, the ORP was made available to OUS unclassified faculty and staff who are eligible for PERS membership. Employees choosing the ORP may invest the employee and employer contributions in one of three different investment companies.

The ORP consists of three tiers. Membership under ORP Tier One and Tier Two is determined using the same criteria as PERS. The third tier is determined by membership under the OPSRP. Under the ORP Tier One, Tier Two and OPSRP Equivalent, the employee's contribution rate is 6 percent and is paid by the employer. The employer contribution rates for the ORP are as follows:

	2009	2008
ORP Tier One	16.01%	16.01%
ORP Tier Two	16.01%	16.01%
OPSRP Equivalent	5.82%	5.82%

Teacher's Insurance and Annuity Association/College Retirement Equities Fund

Eligible unclassified employees may participate in the Teacher's Insurance and Annuity Association and College Retirement Equities Fund (TIAA-CREF) retirement program, a defined contribution plan, on all salary in excess of \$4,800 per calendar year. Employee contributions are directed to PERS on the first \$4,800. The employer contribution to TIAA-CREF is an amount sufficient to provide an annuity pension equal to the employee's contributions. To participate in this retirement option, employees must have been hired on or before September 9, 1995. This plan was closed to new enrollment at the time the ORP started in 1996.

Federal Civil Service Retirement

Some Extension Service employees at Oregon State University hold federal appointments. Prior to December 31, 1986, federal appointees were required to participate in the Federal Civil Service Retirement System (CSRS), a defined benefit plan. CSRS employees are subject to the Hospital Insurance portion of the Federal Insurance Contributions Act (FICA), CSRS employee deduction of 7.0 percent, and employer contribution of 8.51 percent, and are also eligible for optional membership in PERS.

The Federal Employees Retirement System (FERS) was created beginning January 1, 1987. Employees on Federal appointment hired after December 31, 1983 were automatically converted to FERS. Other federal employees not covered by FERS had a one-time option to transfer to FERS up to December 31, 1987. New FERS employees contribute 0.8 percent with an employer contribution rate of 10.7 percent, which changed to 11.2 percent effective October 1, 2004. FERS employees are not eligible for membership in PERS and they contribute at the full FICA rate. They also participate in a Thrift Savings Plan (TSP) with an automatic employer contribution of 1 percent. Employees may also contribute to this plan at variable rates up to 12 percent, in which case the employer contributes at a variable rate up to 5 percent. CSRS employees are also eligible for participation in the Thrift Savings Plan but without employer contributions.

Summary of Pension Payments

OUS total payroll for the year ended June 30, 2009 was

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

\$848,772,000, of which \$681,940,000 was subject to retirement contributions. The following schedule lists payments made by OUS to pension plans for the fiscal year (in thousands):

	June 30, 2009			
	Employer Contribution	As a % of Covered Payroll	Employee Contribution	As a % of Covered Payroll
PERS/OPSRP	\$ 31,512	4.62%	\$ 26,851	3.94%
ORP	25,784	3.78%	13,067	1.91%
TIAA-CREF	245	0.04%	245	0.04%
Federal	432	0.06%	161	0.02%
FERS - TSP	122	0.02%	331	0.05%
	\$ 58,095	8.52%	\$ 40,655	5.96%

Of the employee share, the employer paid \$26,638,000 of PERS/OPSRP, \$13,024,000 of ORP, and \$245,000 of TIAA-CREF during the fiscal year ended June 30, 2009. The federal contributions of \$161,000 represent FERS and CSRS employees, and the \$331,000 represents employee contributions to the Thrift Savings Plan for FERS employees that were matched from one to five percent by the employer in fiscal year 2009.

OUS total payroll for the year ended June 30, 2008 was \$837,022,000, of which \$625,739,000 was subject to retirement contributions. The following schedule lists payments made by OUS to pension plans for the fiscal year (in thousands):

	June 30, 2008			
	Employer Contribution	As a % of Covered Payroll	Employee Contribution	As a % of Covered Payroll
PERS/OPSRP	\$ 27,201	4.35%	\$ 25,005	4.00%
ORP	24,331	3.88%	11,943	1.90%
TIAA-CREF	225	0.04%	225	0.04%
Federal	428	0.07%	159	0.03%
FERS - TSP	125	0.02%	319	0.05%
	\$ 52,310	8.36%	\$ 37,651	6.02%

Of the employee share, the employer paid \$24,840,000 of PERS/OPSRP, \$11,857,000 of ORP, and \$225,000 of TIAA-CREF during the fiscal year ended June 30, 2008. The federal contributions of \$159,000 represent FERS and CSRS employees, and the \$319,000 represents employee contributions to the Thrift Savings Plan for FERS employees that were matched from one to five percent by the employer in fiscal year 2008.

14. Other Postemployment Benefits

Plan Description. OUS participates in a defined benefit postemployment healthcare plan, administered by the Public Employees Benefit Board (PEBB), which offers medical, dental and vision benefits to eligible retired state employees and their beneficiaries. The PEBB plan is an agent multiple-employer postemployment healthcare plan. Chapter 243 of the ORS assigns PEBB the authority to establish and amend the benefit provisions of the PEBB Plan. As the administrator of the PEBB Plan, PEBB has the authority to determine post-retirement benefit increases and decreases. PEBB does not issue a separate, publicly available financial report.

The PEBB plan allows OUS employees retiring under PERS or OPSRP to continue their healthcare on a self-pay basis until eligible for Medicare, usually at age 65. This plan creates an "implicit rate subsidy" because the healthcare insurance premiums paid by OUS for its employees is based on a blended premium of both employees and retirees combined, which is a higher premium than would have been paid for employees alone.

The PEBB plan is also offered to retirees of other Oregon state agencies. Therefore, the amounts presented in this note are limited to OUS's share, estimated at 25 percent of the total PEBB plan costs attributable to the State of Oregon. This allocation was based on health insurance premiums paid by state agencies during fiscal year 2007.

Funding Policy. OUS's current policy is to pay the implicit rate subsidy on a pay-as-you-go basis. For fiscal year 2009 and 2008, OUS paid healthcare insurance premiums of \$152,902,000 and \$138,252,000, respectively. The portion of the insurance premiums attributable to the implicit rate subsidy was estimated to be \$4,023,000 and \$3,669,000 for the fiscal years ended 2009 and 2008, respectively.

Annual OPEB Cost and Net OPEB Obligation. OUS's annual OPEB expense is calculated based on OUS's annual required contribution (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over thirty years. The following table shows the components of OUS's annual OPEB expense for the year, the amount actually contributed to the plan, and changes in OUS's net OPEB obligation (in thousands):

	June 30, 2009
Annual Required Contribution	\$ 9,067
Interest on Net OPEB Obligation	230
Adjustment to Annual Required Contribution	(313)
Annual OPEB Cost	8,984
Contributions Made	(4,023)
Increase in Net OPEB Obligation	4,961
Net OPEB Obligation - Beginning of Year	5,150
Net OPEB Obligation - End of Year	<u>\$ 10,111</u>

The OUS annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation for the fiscal years ended 2009 and 2008 were as follows (dollar amounts in thousands):

Year Ended	Annual OPEB Cost	Percentage of Annual OPEB Cost Contributed	Net OPEB Obligation
2008	\$ 8,819	42%	\$ 5,150
2009	8,984	45%	4,961

Funding Status and Funding Progress. The funded status of the OUS OPEB plan for the current year was as follows (dollar amounts in thousands):

	June 30, 2009
Actuarial Accrued Liabilities	\$ 81,908
Actuarial Value of Plan Assets	-
Unfunded Actuarial Accrued Liability	<u>\$ 81,908</u>
Funded Ratio	0.00%
Covered Payroll (active plan members)	\$ 535,865
Unfunded Actuarial Accrued Liability as a Percentage of Covered Payroll	15.29%

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events in the future. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future.

Accrual Methods and Assumptions. Projections of benefits are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits in force at the valuation date and the pattern of sharing benefit costs between OUS and the plan members to that point. Actuarial calculations reflect a long-term perspective and employ methods and assumptions that are designed to reduce short-term volatility in actuarial accrued liabilities and the actuarial value of assets. Significant methods and assumptions were as follows:

Actuarial Valuation Date	7/1/2007
Actuarial Cost Method	Entry Age Normal
Amortization Method	Level Dollar
Remaining Amortization Period	28 Years
Actuarial Assumptions:	
Projected Salary Increases	N/A
Initial Healthcare Inflation Rates	5.8% (medical), 2.9% (dental)
Ultimate Healthcare Inflation Rates	5.0% (medical), 4.0% (dental)

Required Supplementary Information

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Liability (AAL)- Entry Age (b)	Unfunded AAL (UAAL) (b-a)	Funded Ratio (a/b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll ((b-a)/c)
6/30/2008	\$ -	\$ 81,908	\$ 81,908	0.0%	\$ 535,865	15.3%
6/30/2009	-	81,908	81,908	0.0%	535,865	15.3%

15. Funds Held in Trust by Others

Funds held in trust by others, for which OUS is an income beneficiary, are not recorded in the financial records. The approximate value of such trust funds at June 30, 2009 and 2008, was \$4,882,000 and \$5,899,000, respectively.

16. Risk Financing

As a state agency, OUS participates in the state insurance fund managed by the State of Oregon Risk Management Division of the Department of Administrative Services (Division). By participating, OUS transfers the following

risks to the state insurance fund:

- Direct physical loss or damage to OUS property
- Tort liability claims brought against OUS, its officers, employees or agents
- Workers' compensation
- Employee dishonesty

The fund is backed by commercial policies, an excess property policy with a limit of \$400 million, and a blanket commercial excess bond with a limit of \$20 million. The Division purchases commercial insurance for specific insurance needs not covered by the fund. The amount of claim settlements did not exceed insurance coverage for each of the past three fiscal years.

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

OUS is charged an assessment to cover the Division's cost of servicing claims and payments, based on its share of losses. Statewide risk charges are based on independent biennial actuarial forecasts and Division expenses.

In addition, OUS purchases various commercial insurance policies to cover the deductible amounts of intercollegiate athletics insurance provided through the National Collegiate Athletics Association and the National Association of Intercollegiate Athletics, and to provide coverage for special events and student liability.

17. Commitments and Contingent Liabilities

Outstanding commitments on partially completed and planned but not initiated construction projects authorized by the Oregon State Legislature totaled approximately \$447,274,000 and \$366,272,000 at June 30, 2009 and 2008, respectively. These commitments will be primarily funded from gifts and grants, bond proceeds, and other OUS funds. Refer to the table accompanying this note for projects relating to construction commitments as of June 30, 2009.

OUS is contingently liable in connection with certain other claims and contracts, including those currently in litigation, arising in the normal course of its activities. Management is of the opinion that the outcome of such matters will not have a material effect on the financial statements.

OUS participates in certain federal grant programs. These programs are subject to financial and compliance audits by the grantor or its representative. Such audits could lead to requests for reimbursement to the grantor for expenditures disallowed under terms of the grant. Management believes that disallowances, if any, will not have a material effect on the financial statements.

Unemployment compensation claims are administered by the Oregon Employment Division pursuant to ORS. OUS reimburses the Oregon Employment Division on a quarterly basis for actual benefits paid. Each year resources are budgeted to pay current charges. The amount of future benefit payments to claimants and the resulting liability to OUS cannot be reasonably determined at June 30, 2009.

Construction Commitments as of June 30, 2009

(In thousands)

Campus/Project Description	Total Commitment	Completed to Date	Outstanding Commitment
Eastern Oregon University:			
Capital Renovations	\$ 10,715	\$ 6,798	\$ 3,917
Inlow Hall Upgrade	6,289	107	6,182
Campus Energy Savings Project	3,044	1,889	1,155
Oregon Institute of Technology:			
Center for Health Professions	18,028	17,028	1,000
Village for Sustainable Living	12,500	6,741	5,759
Owens Hall Renovation	5,017	452	4,565
Capital Renovations	4,778	4,251	527
Academic Building Modernization	1,000	77	923
Oregon State University:			
Linus Pauling Institute	62,325	3,467	58,858
Capital Renovations	11,582	9,917	1,665
Gill Coliseum Renovation	10,904	3,144	7,760
HP Building 11 Renovation	9,500	1,594	7,906
New Energy Center	6,500	3,201	3,299
Education Hall Remodel	7,152	839	6,313
Nash Hall Renovation	3,615	872	2,743
Reed Hall Renovation	3,000	93	2,907
Heckart Hall Renovation	3,000	-	3,000
Waldo Renovation	2,000	160	1,840
STAG Repipe	1,800	192	1,608
Ntnl Wave Energy Research Ctr	1,500	20	1,480
Owen Hall Remodel	1,400	154	1,246
Graf Labs Remodels	1,250	749	501
Radiation Center Addition	1,000	79	921
Cauthorn Remodel	1,000	112	888
Portland State University:			
Archive & Record Center	47,352	36,599	10,753
NW Engineering Center	21,771	18,412	3,359
Capital Renovations	19,447	9,461	9,986
Science Building II	16,367	3,956	12,411
Campus Loop Maintenance	12,966	5,399	7,567
Parking Building Repair	12,327	8,763	3,564
Shattuck Hall	6,662	6,139	523
Southern Oregon University:			
SOU/RCC Medford Building	5,550	4,887	663
University of Oregon:			
Basketball Arena Project	192,587	40,532	152,055
Autzen Stadium Expansion	60,300	59,765	535
Education Center Addition	47,364	46,589	775
Central Power Station Addition	21,169	12,651	8,518
Residence Hall Building Repairs	17,752	17,158	594
Underground Parking Structure	15,000	2,385	12,615
Capital Repair	8,294	3,244	5,050
Living Learning Center	3,000	1,649	1,351
Alumni Center Planning	2,975	2,350	625
Fenton Hall Renovation	2,481	132	2,349
Erb Memorial Union Renovation	2,260	5	2,255
Computing Center Upgrades	1,200	513	687
Riverfront Research Park	1,195	124	1,071
Western Oregon University:			
Physical Education Building	12,651	26	12,625
New Student Residence	10,000	509	9,491
Classrooms and Office Building	5,982	109	5,873
Math/Nursing Facility	2,485	925	1,560
Steamline Phase II	1,000	295	705
Projects with <\$500 thousand remaining to be spent			
	159,041	156,148	2,893
Project Budgets <\$1 million			
	123,331	73,473	49,858
	\$ 1,021,408	\$ 574,134	\$ 447,274

18. University Foundations

Under policies approved by the Board, individual university foundations may be established to provide assistance in fundraising, public outreach and other support for the missions of OUS universities. Each foundation is a legally separate, tax-exempt entity with an independent governing board. Although OUS universities do not control the timing or amount of receipts from the foundations, the majority of resources, or income thereon, that each foundation holds and invests are restricted to the activities of OUS universities by the donors. Because these restricted resources held by each foundation can only be used by, or for the benefit of, the universities, the foundations are considered component units of OUS and are discretely presented in the OUS financial statements.

The financial activity is reported for the years ended June 30, 2009 and 2008, except for Eastern Oregon University Foundation reporting for December 31, 2008 and 2007.

During the years ended June 30, 2009 and 2008, gifts of \$142,973,000 and \$121,211,000, respectively, were transferred from university foundations to OUS universities. All of the OUS affiliated foundations are audited annually and received unqualified audit opinions except for the following:

Agricultural Research Foundation financial statements are prepared on the cash basis of accounting which does not conform to generally accepted accounting principles (GAAP); Oregon Tech Foundation financial statements contained a gift of privately held stock that could not be valued by the report date. The effect of these GAAP departures are not material to the total component units.

Please see the combining financial statements for the OUS component units on the following pages.

Complete financial statements for the foundations may be obtained by writing to the following:

- Eastern Oregon University Foundation, One University Blvd., La Grande, OR 97850
- Oregon Tech Foundation, 3201 Campus Drive, Klamath Falls, OR 97601-8801
- Oregon State University Foundation, 850 SW 35th Street, PO Box 1438, Corvallis, OR 97339-1438
- Portland State University Foundation, 2125 SW Fourth Avenue, Suite 510, Portland, OR 97201
- Southern Oregon University Foundation, 1250 Siskiyou Boulevard, Ashland, OR 97520-5043
- University of Oregon Foundation, 360 E. 10th, Suite 202, Eugene, OR 97401
- Western Oregon University Development Foundation, 345

North Monmouth Avenue, The Cottage, Monmouth, OR 97361

- Agricultural Research Foundation, Strand Agricultural Hall - Suite 100, Oregon State University, Corvallis, OR 97331-2219

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

COMPONENT UNITS

COMBINING FINANCIAL STATEMENTS

STATEMENTS OF FINANCIAL POSITION

As of June 30, 2009 (in thousands)

	Eastern Oregon University Foundation *	Oregon Tech Foundation	Oregon State University Foundation
ASSETS			
Cash and Cash Equivalents	\$ 960	\$ 333	\$ 5,572
Contributions, Pledges and Grants Receivable, Net	122	3,514	43,567
Investments	3,908	15,311	360,381
Prepaid or Deferred Expenses, and Other Assets	10	155	14,874
Property and Equipment, Net			8,839
Total Assets	\$ 5,000	\$ 19,313	\$ 433,233

LIABILITIES

Accounts Payable and Accrued Liabilities		\$ 90	\$ 1,599
Accounts Payable to Universities			6,552
Obligations to Beneficiaries of Split-Interest Agreements		92	23,954
Deposits and Deferred Revenue	\$ 131		
Long-Term Liabilities		3,559	
Total Liabilities	\$ 131	\$ 3,741	\$ 32,105

NET ASSETS

Unrestricted (Deficit)	\$ 371	\$ 8,181	\$ (22,939)
Temporarily Restricted	1,686	2,512	159,201
Permanently Restricted	2,812	4,879	264,866
Total Net Assets	\$ 4,869	\$ 15,572	\$ 401,128

STATEMENTS OF ACTIVITIES

For the Year Ended June 30, 2009 (in thousands)

REVENUES

Grants, Bequests and Gifts	\$ 2,045	\$ 939	\$ 58,380
Interest and Dividends			8,913
Investment Income (Loss), Net	(844)	(2,096)	(99,138)
Change in Value of Life Income Agreements		(220)	(6,172)
Other Revenues	98	27	12,088
Total Revenues	1,299	(1,350)	(25,929)

EXPENSES

General and Administrative	114	140	16,722
Development Expenses			
University Support	449	3,203	75,509
Other Expenses			6,975
Total Expenses	563	3,343	99,206

Increase (Decrease) In Net Assets	736	(4,693)	(125,135)
NET ASSETS, BEGINNING BALANCE	4,133	20,265	526,263
NET ASSETS, ENDING BALANCE	\$ 4,869	\$ 15,572	\$ 401,128

* As of December 31, 2008

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

Portland State University Foundation	Southern Oregon University Foundation	University of Oregon Foundation	Western Oregon University Development Foundation	Agricultural Research Foundation	Total Component Units
\$ 567	\$ 1,868	\$ 47,117	\$ 536	\$ 1,383	\$ 58,336
3,193	342	185,853	477		237,068
40,871	13,152	467,921	8,025	15,019	924,588
7,798	680	13,833	101		37,451
39,186	1,412		550	18	50,005
\$ 91,615	\$ 17,454	\$ 714,724	\$ 9,689	\$ 16,420	\$ 1,307,448
\$ 1,825	\$ 347	\$ 7,460			\$ 11,321
386		412			7,350
835	466	37,543	\$ 1,050		63,940
28	158	10,572			10,889
50,521	1,635	4,684			60,399
\$ 53,595	\$ 2,606	\$ 60,671	\$ 1,050	\$ -	\$ 153,899
\$ (8,824)	\$ (2,959)	\$ (127)	\$ 749	\$ 1,515	\$ (24,033)
18,616	2,869	344,356	1,592	14,012	544,844
28,228	14,938	309,824	6,298	893	632,738
\$ 38,020	\$ 14,848	\$ 654,053	\$ 8,639	\$ 16,420	\$ 1,153,549
\$ 9,927	\$ 2,772	\$ 78,481	\$ 1,659	\$ 6,507	\$ 160,710
	531	1,252			10,696
(1,079)	(5,011)	(73,212)	(668)	752	(181,296)
	(58)	(13,415)			(19,865)
1,457	575	3,477	215		17,937
10,305	(1,191)	(3,417)	1,206	7,259	(11,818)
1,495	409	5,663	136		24,679
				5,573	5,573
16,758	1,564	80,179	1,255		178,917
2,713	306				9,994
20,966	2,279	85,842	1,391	5,573	219,163
(10,661)	(3,470)	(89,259)	(185)	1,686	(230,981)
48,681	18,318	743,312	8,824	14,734	1,384,530
\$ 38,020	\$ 14,848	\$ 654,053	\$ 8,639	\$ 16,420	\$ 1,153,549

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

COMPONENT UNITS

COMBINING FINANCIAL STATEMENTS

STATEMENTS OF FINANCIAL POSITION

As of June 30, 2008 (in thousands)

	Eastern Oregon University Foundation *	Oregon Tech Foundation	Oregon State University Foundation
ASSETS			
Cash and Cash Equivalents	\$ 638	\$ 983	\$ 18,745
Contributions, Pledges and Grants Receivable, Net	127	3,588	45,727
Investments	3,503	18,009	493,289
Prepaid or Deferred Expenses, and Other Assets	12	138	3,321
Property and Equipment, Net			6,360
Total Assets	\$ 4,280	\$ 22,718	\$ 567,442

LIABILITIES

Accounts Payable and Accrued Liabilities	\$ 5	\$ 447	\$ 1,492
Accounts Payable to Universities			11,192
Obligations to Beneficiaries of Split-Interest Agreements		106	28,495
Deposits and Deferred Revenue	142		
Long-Term Liabilities		1,900	
Total Liabilities	\$ 147	\$ 2,453	\$ 41,179

NET ASSETS

Unrestricted (Deficit)	\$ 111	\$ 7,697	\$ 34,920
Temporarily Restricted	1,347	7,557	240,660
Permanently Restricted	2,675	5,011	250,683
Total Net Assets	\$ 4,133	\$ 20,265	\$ 526,263

STATEMENTS OF ACTIVITIES

For the Year Ended June 30, 2008 (in thousands)

REVENUES

Grants, Bequests and Gifts	\$ 685	\$ 6,062	\$ 89,388
Interest and Dividends			9,221
Investment Income (Loss), Net	294	(768)	(27,411)
Change in Value of Life Income Agreements		(87)	(880)
Other Revenues	95	51	13,949
Total Revenues	1,074	5,258	84,267

EXPENSES

General and Administrative	75	500	17,006
Development Expenses			
University Support	418	8,971	69,410
Other Expenses	152		8,558
Total Expenses	645	9,471	94,974

Increase (Decrease) In Net Assets Before Other

Changes in Net Assets	429	(4,213)	(10,707)
Other Changes in Net Assets			
Increase (Decrease) In Net Assets	429	(4,213)	(10,707)

NET ASSETS, BEGINNING BALANCE 3,704 24,478 536,970

NET ASSETS, ENDING BALANCE \$ 4,133 \$ 20,265 \$ 526,263

* As of December 31, 2007

Notes to the Financial Statements

For the Years Ended June 30, 2009 and 2008

Portland State University Foundation	Southern Oregon University Foundation	University of Oregon Foundation	Western Oregon University Development Foundation	Agricultural Research Foundation	Total Component Units
\$ 1,167	\$ 1,219	\$ 13,943	\$ 248	\$ 1,053	\$ 37,996
6,002	382	196,777	107		252,710
45,009	17,440	580,880	9,451	13,673	1,181,254
6,697	654	23,254	95		34,171
40,129	1,414		536	8	48,447
\$ 99,004	\$ 21,109	\$ 814,854	\$ 10,437	\$ 14,734	\$ 1,554,578
\$ 644	\$ 457	\$ 4,167			\$ 7,212
387					11,579
1,065	481	45,478	\$ 1,613		77,238
41	218	13,358			13,759
48,186	1,635	8,539			60,260
\$ 50,323	\$ 2,791	\$ 71,542	\$ 1,613	\$ -	\$ 170,048
\$ (1,890)	\$ 3,350	\$ 14,482	\$ 642	\$ 1,463	\$ 60,775
22,767	1,389	413,431	4,054	12,386	703,591
27,804	13,579	315,399	4,128	885	620,164
\$ 48,681	\$ 18,318	\$ 743,312	\$ 8,824	\$ 14,734	\$ 1,384,530
\$ 12,768	\$ 2,583	\$ 234,851	\$ 1,288	\$ 6,781	\$ 354,406
	246				9,467
(255)	(2,324)	9,944	(109)	1,096	(19,533)
	(43)	(4,690)			(5,700)
7,043	742	797	220		22,897
19,556	1,204	240,902	1,399	7,877	361,537
1,528	429	9,778	190		29,506
				6,170	6,170
6,615	5,129	65,521	1,589		157,653
6,213	272				15,195
14,356	5,830	75,299	1,779	6,170	208,524
5,200	(4,626)	165,603	(380)	1,707	153,013
748	(182)				566
5,948	(4,808)	165,603	(380)	1,707	153,579
42,733	23,126	577,709	9,204	13,027	1,230,951
\$ 48,681	\$ 18,318	\$ 743,312	\$ 8,824	\$ 14,734	\$ 1,384,530

Supplementary Schedules

CONSOLIDATING STATEMENT OF NET ASSETS

As of June 30, 2009 (in thousands)	Eastern Oregon University	Oregon Institute of Technology	Oregon State University
ASSETS			
Current Assets			
Cash and Cash Equivalents	\$ 4,877	\$ 9,430	\$ 95,246
Collateral from Securities Lending	-	-	-
Accounts Receivable, Net	4,041	3,634	67,745
Accounts Receivable from Component Units	-	-	9,519
Notes Receivable, Net	243	515	3,293
Inventories	414	440	1,653
Prepaid Expenses	50	20	3,855
Total Current Assets	9,625	14,039	181,311
Noncurrent Assets			
Cash and Cash Equivalents	4,019	16,492	115,979
Long-Term Investments	1,165	195	27,932
Notes Receivable, Net	1,730	2,851	26,064
Due From Other OUS Funds and Entities	-	-	-
Capital Assets, Net of Accumulated Depreciation	55,695	62,889	566,305
Total Noncurrent Assets	62,609	82,427	736,280
TOTAL ASSETS	\$ 72,234	\$ 96,466	\$ 917,591
LIABILITIES			
Current Liabilities			
Accounts Payable and Accrued Liabilities	\$ 1,992	\$ 6,877	\$ 26,329
Deposits	540	462	3,146
Obligations Under Securities Lending	-	-	-
Current Portion of Long-Term Liabilities	1,738	1,765	23,023
Deferred Revenue	1,535	1,643	46,821
Total Current Liabilities	5,805	10,747	99,319
Noncurrent Liabilities			
Long-Term Liabilities	47,591	54,025	365,524
Due to Other OUS Funds and Entities	-	85	-
Total Noncurrent Liabilities	47,591	54,110	365,524
TOTAL LIABILITIES	\$ 53,396	\$ 64,857	\$ 464,843
NET ASSETS			
Invested in Capital Assets, Net of Related Debt	\$ 12,497	\$ 24,362	\$ 287,563
Restricted For:			
Nonexpendable Endowments	554	-	3,137
Expendable:			
Gifts, Grants, and Contracts	919	528	38,804
Student Loans	2,057	4,212	32,769
Capital Projects	(549)	(3,306)	36,605
Debt Service	14	41	413
Unrestricted Net Assets	3,346	5,772	53,457
TOTAL NET ASSETS	\$ 18,838	\$ 31,609	\$ 452,748

Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Chancellor's Office	Eliminations	Total OUS
\$ 32,257	\$ 10,469	\$ 92,886	\$ 16,714	\$ 72,313		\$ 334,192
-	-	-	-	375,509		375,509
52,886	6,223	42,410	5,981	4,438		187,358
512	2	4,355	-	-		14,388
926	534	3,416	318	3,103		12,348
451	795	2,062	981	-		6,796
1,176	26	2,713	195	10,515		18,550
88,208	18,049	147,842	24,189	465,878		949,141
87,626	3,309	227,505	31,006	53,910		539,846
3,005	1,637	23,193	52	10,126		67,305
8,030	3,633	20,761	3,800	24,285		91,154
-	-	-	-	386	\$ (386)	-
335,718	81,500	611,045	51,249	35		1,764,436
434,379	90,079	882,504	86,107	88,742	(386)	2,462,741
\$ 522,587	\$ 108,128	\$ 1,030,346	\$ 110,296	\$ 554,620	\$ (386)	\$ 3,411,882
\$ 26,226	\$ 2,504	\$ 41,705	\$ 4,468	\$ 39,873		\$ 149,974
3,335	351	5,067	854	4,882		18,637
-	-	-	-	375,509		375,509
9,821	2,549	14,013	1,718	46,257		100,884
27,190	3,109	32,551	1,827	345		115,021
66,572	8,513	93,336	8,867	466,866		760,025
277,671	61,925	511,533	68,768	39,495		1,426,532
151	100	50	-	-	\$ (386)	-
277,822	62,025	511,583	68,768	39,495	(386)	1,426,532
\$ 344,394	\$ 70,538	\$ 604,919	\$ 77,635	\$ 506,361	\$ (386)	\$ 2,186,557
\$ 119,285	\$ 23,532	\$ 314,099	\$ 11,202	\$ (63,158)		\$ 729,382
1,285	1,812	7,388	2	2,109		16,287
2,623	1,151	43,515	654	1,825		90,019
9,436	4,774	26,286	6,074	8		85,616
6,584	2,105	4,931	3,600	22,029		71,999
161	113	11	81	78,573		79,407
38,819	4,103	29,197	11,048	6,873		152,615
\$ 178,193	\$ 37,590	\$ 425,427	\$ 32,661	\$ 48,259	\$ -	\$ 1,225,325

Supplementary Schedules

CONSOLIDATING STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS

For The Year Ended June 30, 2009 (in thousands)	Eastern Oregon University	Oregon Institute of Technology	Oregon State University
OPERATING REVENUES			
Student Tuition and Fees, Net	\$ 11,953	\$ 12,936	\$ 132,258
Federal Grants and Contracts	6,676	7,860	147,561
State and Local Grants and Contracts	1,987	247	16,232
Nongovernmental Grants and Contracts	35	456	24,804
Educational Department Sales and Services	155	277	27,554
Auxiliary Enterprises Revenues, Net	5,776	7,280	87,259
Other Operating Revenues	627	488	4,936
Total Operating Revenues	27,209	29,544	440,604
OPERATING EXPENSES			
Instruction	14,300	20,584	160,264
Research	384	207	181,485
Public Service	1,922	3,196	57,696
Academic Support	4,772	4,524	41,706
Student Services	2,295	2,534	20,781
Auxiliary Programs	7,094	8,871	103,150
Operation and Maintenance of Plant	2,993	2,811	25,279
Institutional Support	5,148	4,075	42,009
Student Aid	3,754	2,561	18,884
Other Operating Expenses	3,216	3,814	33,454
Total Operating Expenses	45,878	53,177	684,708
Operating Loss	(18,669)	(23,633)	(244,104)
NONOPERATING REVENUES (EXPENSES)			
Government Appropriations	16,334	19,445	171,513
Investment Activity	39	108	3,908
(Loss) Gain on Sale of Assets, Net	(47)	2	428
Interest Expense	(2,189)	(1,991)	(16,665)
Other Nonoperating Items	142	2,961	46,323
Net Nonoperating Revenues	14,279	20,525	205,507
Income (Loss) Before Other Nonoperating Revenues	(4,390)	(3,108)	(38,597)
Capital and Debt Service Appropriations	2,200	685	8,671
Capital Grants and Gifts	20	1,656	43,598
Transfers within OUS	2,116	4,698	(2,989)
Total Other Nonoperating Revenues	4,336	7,039	49,280
Increase (Decrease) In Net Assets	(54)	3,931	10,683
NET ASSETS, BEGINNING BALANCE	18,892	27,678	442,065
NET ASSETS, ENDING BALANCE	\$ 18,838	\$ 31,609	\$ 452,748

Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Chancellor's Office	Eliminations	Total OUS
\$ 137,394	\$ 20,246	\$ 203,974	\$ 23,515			\$ 542,276
64,691	7,916	104,333	14,305	\$ 1,457	\$ (5,731)	349,068
13,752	3,070	12,883	4,711	522		53,404
13,566	988	10,007	1,930	190		51,976
5,410	3,426	22,105	834	28		59,789
53,827	18,096	100,911	16,081	-		289,230
5,471	1,134	6,421	1,545	2,316	-	22,938
294,111	54,876	460,634	62,921	4,513	(5,731)	1,368,681
138,054	26,953	179,363	26,560	1,465		567,543
39,608	476	76,231	7,502	-	(4,762)	301,131
8,935	2,173	32,125	461	1,605		108,113
26,598	7,040	39,290	6,412	53		130,395
13,092	4,430	24,787	5,295	-		73,214
52,417	19,056	119,759	19,572	-		329,919
22,619	4,049	22,268	4,134	-		84,153
24,453	5,109	51,353	5,670	14,048		151,865
22,006	5,030	15,315	5,307	-		72,857
23,145	6,668	23,862	3,519	36	(969)	96,745
370,927	80,984	584,353	84,432	17,207	(5,731)	1,915,935
(76,816)	(26,108)	(123,719)	(21,511)	(12,694)	-	(547,254)
72,954	17,244	73,121	19,761	12,295		402,667
868	58	3,149	173	(2,972)		5,331
(190)	6	2,760	9	-		2,968
(11,414)	(2,557)	(26,580)	(2,454)	(658)		(64,508)
2,638	3,304	40,731	483	85		96,667
64,856	18,055	93,181	17,972	8,750	-	443,125
(11,960)	(8,053)	(30,538)	(3,539)	(3,944)	-	(104,129)
14,174	2,958	7,639	1,087	59		37,473
9,927	104	19,902	500	-		75,707
9,315	(295)	4,531	1,805	(19,181)		-
33,416	2,767	32,072	3,392	(19,122)	-	113,180
21,456	(5,286)	1,534	(147)	(23,066)	-	9,051
156,737	42,876	423,893	32,808	71,325		1,216,274
\$ 178,193	\$ 37,590	\$ 425,427	\$ 32,661	\$ 48,259	\$ -	\$ 1,225,325

Supplementary Schedules
CONSOLIDATING STATEMENT OF CASH FLOWS

For the Year Ended June 30, 2009 (in thousands)	Eastern Oregon University	Oregon Institute of Technology	Oregon State University
CASH FLOWS FROM OPERATING ACTIVITIES			
Tuition and Fees	\$ 11,802	\$ 12,820	\$ 141,212
Grants and Contracts	9,374	9,180	183,735
Educational Department Sales and Services	155	275	27,658
Auxiliary Enterprise Operations	5,636	7,360	86,372
Student Loan Collections	295	651	4,371
Payments to Employees for Compensation and Benefits	(29,414)	(35,196)	(447,100)
Payments to Suppliers	(1,710)	(10,246)	(179,689)
Student Financial Aid	(4,048)	(2,649)	(28,676)
Student Loan Issuance and Costs	(291)	(427)	(2,150)
Other Operating Receipts	(1,129)	(480)	4,742
Net Cash (Used) Provided by Operating Activities	(9,330)	(18,712)	(209,525)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
Government Appropriations	16,334	19,445	171,513
Other Gifts and Private Contracts	332	2,006	41,895
Net Agency Fund Receipts (Payments)	50	-	112
Net Transfers from (to) Other Funds and OUS Universities	(3,902)	4,804	1,154
Net Cash Provided by Noncapital Financing Activities	12,814	26,255	214,674
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
Capital Appropriations	-	-	500
Debt Service Appropriations	2,200	685	8,171
Capital Grants and Gifts	12	1,570	41,898
Bond Proceeds on Capital Debt	1,875	29,624	72,530
Sales of Capital Assets	200	182	6,117
Purchases of Capital Assets	(3,038)	(26,732)	(67,801)
Interest Payments on Capital Debt	(1,708)	(838)	(10,673)
Principal Payments on Capital Debt	(2,341)	(976)	(9,966)
Net Cash (Used) Provided by Capital and Related Financing Activities	(2,800)	3,515	40,776
CASH FLOWS FROM INVESTING ACTIVITIES			
Net Sales (Purchases) of Investments	-	-	-
Interest on Investments and Cash Balances	143	127	6,572
Interest Income from Securities Lending	-	-	-
Interest Expense from Securities Lending	-	-	-
Net Cash Provided (Used) by Investing Activities	143	127	6,572
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	827	11,185	52,497
CASH AND CASH EQUIVALENTS, BEGINNING BALANCE	8,069	14,737	158,728
CASH AND CASH EQUIVALENTS, ENDING BALANCE	\$ 8,896	\$ 25,922	\$ 211,225

Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Chancellor's Office	Eliminations	Total OUS
\$ 139,424	\$ 20,309	\$ 203,413	\$ 22,942	\$ (120)		\$ 551,802
87,727	14,313	127,852	21,675	2,126	\$ (5,731)	450,251
5,428	3,436	21,941	843	29		59,765
52,987	17,881	104,456	16,302	(6)		290,988
1,158	809	4,813	1,009	(1)		13,105
(236,356)	(50,797)	(386,302)	(52,933)	(9,701)		(1,247,799)
(97,695)	(14,332)	(121,080)	(31,142)	11,555	5,731	(438,608)
(22,590)	(5,289)	(30,288)	(6,280)	(119)		(99,939)
(2,114)	(904)	(2,965)	(846)	-		(9,697)
6,600	1,014	2,212	944	2,317		16,220
(65,431)	(13,560)	(75,948)	(27,486)	6,080	-	(413,912)
72,954	17,244	73,121	19,761	13,269		403,641
5,433	3,432	43,723	709	69		97,599
296	(1,649)	(582)	96	6,587		4,910
7,698	(7,682)	2,239	10,065	(14,376)		-
86,381	11,345	118,501	30,631	5,549	-	506,150
9,662	-	1,583	-	(27)		11,718
4,512	2,958	6,056	1,087	1,160		26,829
9,004	104	19,172	427	-		72,187
88,571	3,356	57,442	28,348	(38,736)		243,010
2,219	401	11,525	482	-		21,126
(71,673)	(3,445)	(124,364)	(5,473)	(4)		(302,530)
(6,610)	(1,945)	(27,145)	(2,016)	(18,337)		(69,272)
(7,913)	(2,544)	(12,305)	(1,442)	(19,434)		(56,921)
27,772	(1,115)	(68,036)	21,413	(75,378)	-	(53,853)
-	-	(2)	-	176		174
1,041	222	5,230	178	6,018		19,531
-	-	-	-	1,173		1,173
-	-	-	-	(1,173)		(1,173)
1,041	222	5,228	178	6,194	-	19,705
49,763	(3,108)	(20,255)	24,736	(57,555)	-	58,090
70,120	16,886	340,646	22,984	183,778		815,948
\$ 119,883	\$ 13,778	\$ 320,391	\$ 47,720	\$ 126,223	\$ -	\$ 874,038

Supplementary Schedules
CONSOLIDATING STATEMENT OF CASH FLOWS—Continued

For the Year Ended June 30, 2009 (in thousands)	Eastern Oregon University	Oregon Institute of Technology	Oregon State University
RECONCILIATION OF OPERATING LOSS TO NET CASH USED			
BY OPERATING ACTIVITIES			
Operating Loss	\$ (18,669)	\$ (23,633)	\$ (244,104)
Adjustments to Reconcile Operating Loss to Net Cash (Used)			
Provided by Operating Activities:			
Depreciation Expense	2,907	1,553	35,144
Changes in Assets and Liabilities:			
Accounts Receivable	(754)	(282)	(6,219)
Notes Receivable	(38)	177	2,442
Inventories	(40)	(12)	250
Prepaid Expenses	(18)	33	(750)
Accounts Payable and Accrued Liabilities	501	4,606	(4,794)
Long-Term Liabilities	6,529	(1,508)	(1,816)
Deposits	3	12	(16)
Deferred Revenue	249	342	10,338
NET CASH (USED) PROVIDED BY OPERATING ACTIVITIES	\$ (9,330)	\$ (18,712)	\$ (209,525)

**NONCASH INVESTING, NONCAPITAL FINANCING, AND CAPITAL
AND RELATED FINANCING TRANSACTIONS**

Capital Assets Acquired by Incurring Capital Lease Obligations	\$ 16	\$ -	\$ 6
Capital Assets Acquired by Gifts in Kind	-	86	1,683
Decrease in Fair Value of Investments Recognized as a Component of Investment Activity	-	-	-

Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Chancellor's Office	Eliminations	Total OUS
\$ (76,816)	\$ (26,108)	\$ (123,719)	\$ (21,511)	\$ (12,694)		\$ (547,254)
15,454	4,178	28,261	3,434	7		90,938
(8,590)	1,317	(11,824)	(11)	172		(26,191)
(45)	47	8,508	(246)	-		10,845
35	(83)	(177)	(52)	-		(79)
208	44	358	(8)	(1,313)		(1,446)
9,546	(887)	15,070	(625)	8,351		31,768
(9,826)	7,408	3,177	(8,756)	11,897		7,105
(6)	(37)	77	-	-		33
4,609	561	4,321	289	(340)		20,369
\$ (65,431)	\$ (13,560)	\$ (75,948)	\$ (27,486)	\$ 6,080	\$ -	\$ (413,912)

\$ 268	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 290
750	104	757	-	-	-	3,380
-	-	-	-	-	(14,251)	(14,251)

Supplementary Schedules
CONSOLIDATING STATEMENT OF NET ASSETS

As of June 30, 2008 (in thousands)	Eastern Oregon University	Oregon Institute of Technology	Oregon State University
ASSETS			
Current Assets			
Cash and Cash Equivalents	\$ 5,111	\$ 11,725	\$ 112,651
Collateral from Securities Lending	-	-	-
Accounts Receivable, Net	3,634	3,328	59,801
Accounts Receivable from Component Units	-	-	11,306
Notes Receivable, Net	239	540	4,228
Inventories	373	428	1,902
Prepaid Expenses	32	19	2,616
Total Current Assets	9,389	16,040	192,504
Noncurrent Assets			
Cash and Cash Equivalents	2,958	3,012	46,077
Long-Term Investments	1,350	256	34,007
Notes Receivable, Net	1,697	2,993	27,569
Due From Other OUS Funds and Entities	121	-	4,038
Capital Assets, Net of Accumulated Depreciation	55,728	37,729	527,712
Total Noncurrent Assets	61,854	43,990	639,403
TOTAL ASSETS	\$ 71,243	\$ 60,030	\$ 831,907
LIABILITIES			
Current Liabilities			
Accounts Payable and Accrued Liabilities	\$ 1,329	\$ 3,206	\$ 27,361
Deposits	438	354	2,741
Obligations Under Securities Lending	-	-	-
Current Portion of Long-Term Liabilities	1,558	1,344	20,914
Deferred Revenue	1,287	1,293	36,434
Total Current Liabilities	4,612	6,197	87,450
Noncurrent Liabilities			
Long-Term Liabilities	47,618	26,015	298,354
Due to Other OUS Funds and Entities	121	140	4,038
Total Noncurrent Liabilities	47,739	26,155	302,392
TOTAL LIABILITIES	\$ 52,351	\$ 32,352	\$ 389,842
NET ASSETS			
Invested in Capital Assets, Net of Related Debt	\$ 8,787	\$ 13,026	\$ 264,703
Restricted For:			
Nonexpendable Endowments	554	-	4,183
Expendable:			
Gifts, Grants, and Contracts	1,121	862	46,181
Student Loans	2,013	4,190	33,271
Capital Projects	2,181	261	18,682
Debt Service	19	57	1,679
Unrestricted Net Assets	4,217	9,282	73,366
TOTAL NET ASSETS	\$ 18,892	\$ 27,678	\$ 442,065

Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Chancellor's Office	Eliminations	Total OUS
\$ 28,764	\$ 11,485	\$ 91,713	\$ 17,026	\$ 76,859		\$ 355,334
-	-	-	-	414,901		414,901
47,735	5,802	44,943	5,969	7,109		178,321
189	20	431	-	-		11,946
1,010	531	2,805	251	4,216		13,820
485	712	1,856	930	-		6,686
1,384	70	3,070	188	9,202		16,581
79,567	18,620	144,818	24,364	512,287		997,589
41,356	5,401	248,933	5,958	106,919		460,614
2,294	2,143	27,135	67	14,477		81,729
7,906	3,671	22,528	3,621	27,393		97,378
17,205	636	4,215	49	4,073	\$ (30,337)	-
278,247	82,300	517,804	49,250	24		1,548,794
347,008	94,151	820,615	58,945	152,886	(30,337)	2,188,515
\$ 426,575	\$ 112,771	\$ 965,433	\$ 83,309	\$ 665,173	\$ (30,337)	\$ 3,186,104
\$ 21,252	\$ 2,730	\$ 26,358	\$ 4,828	\$ 32,088		\$ 119,152
3,065	610	5,285	783	(130)		13,146
-	-	-	-	414,901		414,901
7,768	2,401	12,126	1,299	41,348		88,758
22,560	2,251	28,230	1,545	1,099		94,699
54,645	7,992	71,999	8,455	489,306		730,656
197,835	61,168	465,242	41,984	100,958		1,239,174
17,358	735	4,299	62	3,584	\$ (30,337)	-
215,193	61,903	469,541	42,046	104,542	(30,337)	1,239,174
\$ 269,838	\$ 69,895	\$ 541,540	\$ 50,501	\$ 593,848	\$ (30,337)	\$ 1,969,830
\$ 86,305	\$ 24,570	\$ 255,264	\$ 10,715	\$ (31,744)		\$ 631,626
1,285	1,812	7,387	2	2,110		17,333
2,509	1,046	47,845	1,041	1,868	\$ 824	103,297
9,702	4,819	25,831	5,654	6	1,501	86,987
15,482	3,779	42,169	3,205	20,242	18,267	124,268
419	92	9,907	110	70,031		82,314
41,035	6,758	35,490	12,081	8,812	(20,592)	170,449
\$ 156,737	\$ 42,876	\$ 423,893	\$ 32,808	\$ 71,325	\$ -	\$ 1,216,274

Supplementary Schedules

CONSOLIDATING STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS

For The Year Ended June 30, 2008 (in thousands)	Eastern Oregon University	Oregon Institute of Technology	Oregon State University
OPERATING REVENUES			
Student Tuition and Fees, Net	\$ 11,511	\$ 11,280	\$ 125,710
Federal Grants and Contracts	5,670	7,127	143,831
State and Local Grants and Contracts	930	388	10,302
Nongovernmental Grants and Contracts	35	312	16,676
Educational Department Sales and Services	206	238	31,613
Auxiliary Enterprise Revenues, Net	6,005	6,520	79,219
Other Operating Revenues	619	423	5,634
Total Operating Revenues	24,976	26,288	412,985
OPERATING EXPENSES			
Instruction	14,952	19,350	150,700
Research	405	111	164,531
Public Service	1,822	3,249	53,322
Academic Support	3,791	4,321	37,106
Student Services	2,184	2,698	18,198
Auxiliary Programs	6,721	7,658	96,929
Operation and Maintenance of Plant	3,165	2,529	24,099
Institutional Support	4,464	4,166	37,612
Student Aid	2,596	2,479	17,083
Other Operating Expenses	2,304	3,002	34,295
Total Operating Expenses	42,404	49,563	633,875
Operating Loss	(17,428)	(23,275)	(220,890)
NONOPERATING REVENUES (EXPENSES)			
Government Appropriations	17,454	22,103	180,405
Investment Activity	23	185	2,280
(Loss) Gain on Sale of Assets, Net	(52)	702	(322)
Interest Expense	(2,320)	(1,341)	(15,996)
Other Nonoperating Items	277	586	45,490
Net Nonoperating Revenues	15,382	22,235	211,857
Income (Loss) Before Other Revenues, Expenses, Gains or Losses	(2,046)	(1,040)	(9,033)
Capital and Debt Service Appropriations	3,399	426	12,031
Capital Grants and Gifts	-	8,710	17,671
Transfers within OUS	(11)	782	18,756
Total Other Nonoperating Revenues (Expenses), Net	3,388	9,918	48,458
Increase In Net Assets	1,342	8,878	39,425
NET ASSETS, BEGINNING BALANCE	17,550	18,800	402,640
NET ASSETS, ENDING BALANCE	\$ 18,892	\$ 27,678	\$ 442,065

Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Chancellor's Office	Eliminations	Total OUS
\$ 126,633	\$ 20,478	\$ 178,794	\$ 21,606			\$ 496,012
52,614	7,353	96,245	13,090	\$ 2,297	\$ (5,419)	322,808
10,243	1,569	7,647	3,167	229		34,475
8,487	1,527	9,458	590	95		37,180
5,890	3,661	21,511	3,298	23		66,440
48,989	17,894	96,312	15,550	179		270,668
5,288	1,081	5,309	3,358	2,397		24,109
258,144	53,563	415,276	60,659	5,220	(5,419)	1,251,692
125,609	26,073	167,287	24,441	1,617		530,029
28,909	714	66,546	7,115	-	(4,550)	263,781
7,989	3,642	30,464	475	2,618		103,581
25,008	6,257	36,620	5,667	73		118,843
11,260	4,484	22,083	4,663	-		65,570
47,461	18,344	111,986	17,894	362		307,355
20,859	4,091	21,243	3,985	-		79,971
19,384	4,505	44,371	4,983	13,785		133,270
18,475	3,999	11,723	4,234	-		60,589
18,117	4,503	27,696	6,661	(1,430)	(869)	94,279
323,071	76,612	540,019	80,118	17,025	(5,419)	1,757,268
(64,927)	(23,049)	(124,743)	(19,459)	(11,805)	-	(505,576)
75,458	19,214	75,423	19,643	14,419		424,119
1,097	59	3,168	349	9,819		16,980
(637)	-	(56)	(458)	2,385		1,562
(9,743)	(2,994)	(13,676)	(2,216)	(4,641)		(52,927)
4,049	2,714	44,491	241	2,293		100,141
70,224	18,993	109,350	17,559	24,275	-	489,875
5,297	(4,056)	(15,393)	(1,900)	12,470	-	(15,701)
10,467	2,600	5,686	3,908	2,545		41,062
9,953	3,795	14,390	588	-		55,107
(3,151)	1,323	(4,036)	506	(14,169)		-
17,269	7,718	16,040	5,002	(11,624)	-	96,169
22,566	3,662	647	3,102	846	-	80,468
134,171	39,214	423,246	29,706	70,479		1,135,806
\$ 156,737	\$ 42,876	\$ 423,893	\$ 32,808	\$ 71,325	\$ -	\$ 1,216,274

Supplementary Schedules

CONSOLIDATING STATEMENT OF CASH FLOWS

	Eastern Oregon University	Oregon Institute of Technology	Oregon State University
For the Year Ended June 30, 2008 (in thousands)			
CASH FLOWS FROM OPERATING ACTIVITIES			
Tuition and Fees	\$ 11,270	\$ 11,677	\$ 121,132
Grants and Contracts	7,642	7,875	172,025
Educational Department Sales and Services	216	242	31,490
Auxiliary Enterprise Operations	5,921	6,493	82,225
Student Loan Collections	264	698	4,410
Payments to Employees for Compensation and Benefits	(28,319)	(33,796)	(415,672)
Payments to Suppliers	(8,767)	(13,489)	(171,587)
Student Financial Aid	(2,659)	(2,304)	(26,791)
Student Loan Issuance and Costs	(397)	(767)	(8,814)
Other Operating Receipts	502	433	1,489
Net Cash (Used) Provided by Operating Activities	(14,327)	(22,938)	(210,093)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
Government Appropriations	17,454	22,104	180,405
Other Gifts and Private Contracts	272	1,622	46,209
Net Agency Fund Receipts (Payments)	64	7	(667)
Net Transfers from (to) Other Funds and OUS Universities	517	1,953	11,989
Net Cash Provided (Used) by Noncapital Financing Activities	18,307	25,686	237,936
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
Capital Appropriations	1,334	3	4,776
Debt Service Appropriations	2,065	423	7,255
Capital Grants and Gifts	-	8,710	14,715
Bond Proceeds on Capital Debt	1,869	1,072	40,700
Sales of Capital Assets	445	1,127	7,572
Purchases of Capital Assets	(903)	(9,203)	(68,373)
Interest Payments on Capital Debt	(2,318)	(1,292)	(7,245)
Principal Payments on Capital Debt	(2,225)	(848)	(16,576)
Net Cash (Used) Provided by Capital and Related Financing Activities	267	(8)	(17,176)
CASH FLOWS FROM INVESTING ACTIVITIES			
Net Purchases of Investments	-	-	-
Interest on Investments and Cash Balances	243	226	8,041
Interest Income from Securities Lending	-	-	-
Interest Expense from Securities Lending	-	-	-
Net Cash Provided by Investing Activities	243	226	8,041
NET INCREASE IN CASH AND CASH EQUIVALENTS	4,490	2,966	18,708
CASH AND CASH EQUIVALENTS, BEGINNING BALANCE	3,579	11,771	140,020
CASH AND CASH EQUIVALENTS, ENDING BALANCE	\$ 8,069	\$ 14,737	\$ 158,728

Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Chancellor's Office	Eliminations	Total OUS
\$ 126,213	\$ 19,843	\$ 176,742	\$ 20,786	\$ (871)		\$ 486,792
71,211	10,873	109,175	17,129	3,578	\$ (5,419)	394,089
5,912	3,660	21,453	3,285	24		66,282
48,466	17,612	96,831	15,249	(136)		272,661
1,415	826	4,589	592	(7)		12,787
(204,952)	(47,523)	(350,861)	(47,875)	(9,165)		(1,138,163)
(77,403)	(21,447)	(134,595)	(20,115)	11,251	5,419	(430,733)
(19,506)	(4,350)	(24,371)	(5,146)	(1,261)		(86,388)
(2,373)	(872)	(8,061)	(2,617)	-		(23,901)
1,445	948	2,338	3,059	2,396		12,610
(49,572)	(20,430)	(106,760)	(15,653)	5,809	-	(433,964)
75,458	19,214	75,423	19,642	14,714		424,414
3,215	3,521	43,280	90	89		98,298
(25)	(244)	(840)	(346)	(1,409)		(3,460)
4,948	1,270	(2,675)	1,552	(19,554)		-
83,596	23,761	115,188	20,938	(6,160)	-	519,252
6,853	-	981	2,985	(322)		16,610
3,614	2,600	4,704	924	(490)		21,095
9,878	2,805	12,036	570	-		48,714
2,655	6,155	209,196	952	31,454		294,053
8,061	163	3,434	1,106	11,468		33,376
(43,432)	(7,948)	(79,472)	(6,345)	(25)		(215,701)
(7,804)	(3,002)	(11,862)	(2,216)	(16,763)		(52,502)
(6,794)	(2,420)	(7,698)	(1,387)	(35,036)		(72,984)
(26,969)	(1,647)	131,319	(3,411)	(9,714)	-	72,661
-	-	(4)	-	10,510		10,506
1,471	409	7,584	360	7,235		25,569
-	-	-	-	6,195		6,195
-	-	-	-	(6,195)		(6,195)
1,471	409	7,580	360	17,745	-	36,075
8,526	2,093	147,327	2,234	7,680	-	194,024
61,594	14,793	193,319	20,750	176,098		621,924
\$ 70,120	\$ 16,886	\$ 340,646	\$ 22,984	\$ 183,778	\$ -	\$ 815,948

Supplementary Schedules
CONSOLIDATING STATEMENT OF CASH FLOWS—Continued

For the Year Ended June 30, 2008 (in thousands)	Eastern Oregon University	Oregon Institute of Technology	Oregon State University
RECONCILIATION OF OPERATING LOSS TO NET CASH USED			
BY OPERATING ACTIVITIES			
Operating Loss	\$ (17,428)	\$ (23,275)	\$ (220,890)
Adjustments to Reconcile Operating Loss to Net Cash (Used)			
Provided by Operating Activities:			
Depreciation Expense	2,959	1,995	35,848
Changes in Assets and Liabilities:			
Accounts Receivable	442	686	(13,761)
Notes Receivable	(284)	(108)	(3,766)
Inventories	(22)	(59)	(181)
Prepaid Expenses	22	6	(515)
Accounts Payable and Accrued Liabilities	(88)	(2,076)	(9,044)
Long-Term Liabilities	24	(213)	(7,873)
Deposits	(25)	(1)	7
Deferred Revenue	73	107	10,082
NET CASH (USED) PROVIDED BY OPERATING ACTIVITIES	\$ (14,327)	\$ (22,938)	\$ (210,093)

**NONCASH INVESTING, NONCAPITAL FINANCING, AND CAPITAL
AND RELATED FINANCING TRANSACTIONS**

Capital Assets Acquired by Incurring Capital Lease Obligations	\$ 78	\$ -	\$ -
Capital Assets Acquired by Gifts in Kind	-	44	3,576
Decrease in Fair Value of Investments Recognized as a Component of Investment Activity	-	-	-

Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	Chancellor's Office	Eliminations	Total OUS
\$ (64,927)	\$ (23,049)	\$ (124,743)	\$ (19,459)	\$ (11,805)		\$ (505,576)
14,976	3,710	28,687	3,408	141		91,724
(6,766)	(1,050)	(18,246)	1,328	60		(37,307)
304	(55)	4,711	113	-		915
(91)	(84)	103	242	-		(92)
(565)	33	(1,249)	(158)	(2,619)		(5,045)
3,545	(826)	6,427	1,093	5,876		4,907
1,870	407	(4,523)	(37)	14,453		4,108
25	6	(2)	-	(1)		9
2,057	478	2,075	(2,183)	(296)		12,393
\$ (49,572)	\$ (20,430)	\$ (106,760)	\$ (15,653)	\$ 5,809	\$ -	\$ (433,964)

\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 78
97	989	2,459	-	-	-	7,165
-	-	-	-	-	(8,514)	(8,514)

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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

Oregon State Board of Higher Education
Eugene, Oregon

Oregon Secretary of State Audits Division
Salem, Oregon

We have audited the financial statements of the Oregon University System (System) and its aggregate discretely presented component units as of and for the year ended June 30, 2009 which collectively comprise the System's basic financial statements, and have issued our report thereon dated November 11, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Other auditors audited the financial statements of 6 of the 8 discretely presented component units as described in our report on the System's financial statements. The financial statements of the discretely presented component units were not audited in accordance with *Government Auditing Standards*.

Internal control over financial reporting

In planning and performing our audit, we considered the System's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the System's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the System's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the System's financial statements that is more than inconsequential will not be prevented or detected by the System's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the System's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and other matters

As part of obtaining reasonable assurance about whether the System's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We communicated other matters which were noted during the course of our audit to management of the System, the Oregon State Board of Higher Education, and the Oregon Secretary of State Audits Division.

This report is intended solely for the information and use of the Oregon State Board of Higher Education, Oregon Secretary of State Audits Division, management, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Moss Adams LLP

Eugene, Oregon
November 11, 2009



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ASSURANCES - NON-CONSTRUCTION PROGRAMS

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NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a -1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> 	<p>* TITLE</p> <p>Lead Grant Specialist</p>
<p>* APPLICANT ORGANIZATION</p> <p>Portland State University</p>	<p>* DATE SUBMITTED</p> <p>March 15 2010</p>

BTOP Public Computer Center and Sustainable Broadband Adoption Detailed Budget Template										
Easy Grants ID:	No. 6651									
Applicant:	Portland State University									
Project Title:	PSU LearnerWeb Broadband Partnership									
SF-424A Object Class Category	General					Detail				
a. Personnel - List position, number of staff, annual salaries, % time spent on project	Position	Federal Support	Matching Support	Total	# of Positions	Salary	% Time Spent on Project	Quarters Employed	Total	
	Project Director Steve Reder	\$78,630.00	\$78,630.00	\$157,260.00	1	\$125,808.00	50%	10.00	\$157,260.00	
	Learner Web Technology Director Vid Mihaescu	\$123,750.00		\$123,750.00	1	\$49,500.00	100%	10.00	\$123,750.00	
	Learner Web Technology Systems Programmer (TBS)	\$42,684.00		\$42,684.00	1	\$42,684.00	100%	4.00	\$42,684.00	
	BTOP Project Coordinator	\$110,000.00		\$110,000.00	1	\$44,000.00	100%	10.00	\$110,000.00	
	Graduate Research Assistant - Training and Technology (1 = LING, 1 = CLAS match)	\$31,470.00	\$31,470.00	\$62,940.00	2	\$12,588.00	100%	10.00	\$62,940.00	
	Graduate Research Assistant - Translation	\$6,294.00		\$6,294.00	1	\$12,588.00	100%	2.00	\$6,294.00	
	LING/CLAS match: Grants Administrator Leslie Wright		\$23,125.00	\$23,125.00	1	\$37,000.00	25%	10.00	\$23,125.00	
	LING/CLAS match: IELP instructor Errin Beck		\$4,048.00	\$4,048.00	1	\$40,480.00	5%	8.00	\$4,048.00	
	LING/CLAS match: IELP instructor Alexandra Cesar		\$4,048.00	\$4,048.00	1	\$40,480.00	5%	8.00	\$4,048.00	
	LING/CLAS match: IELP instructor Darbra Smith		\$4,048.00	\$4,048.00	1	\$40,480.00	5%	8.00	\$4,048.00	
	ENG/CLAS match: professor Dan DeWeese		\$4,859.00	\$4,859.00	1	\$48,590.00	5%	8.00	\$4,859.00	
	ENG/CLAS match: professor Greg Jacob		\$7,328.00	\$7,328.00	1	\$73,280.00	5%	8.00	\$7,328.00	
	ENG/CLAS match: professor Hildy Miller		\$9,883.00	\$9,883.00	1	\$98,830.00	5%	8.00	\$9,883.00	
	MTH/CLAS match: professor Paul Latiolais		\$11,080.00	\$11,080.00	1	\$110,800.00	5%	8.00	\$11,080.00	
	SS/FADM match: Bill Ryder		\$4,968.00	\$4,968.00	1	\$49,680.00	5%	8.00	\$4,968.00	
	ED/GSE match: professor Pat Burk		\$9,701.00	\$9,701.00	1	\$97,010.00	5%	8.00	\$9,701.00	
				\$0.00					\$0.00	
	Subtotal	\$392,828.00	\$193,188.00	\$586,016.00						
b. Fringe Benefits - Include salaries and fringe rate.	Position	Federal Support	Matching Support	Total	# of Positions	Salary	% Time Spent on Project	Quarters Employed	Fringe Rate	Total
	PI Steve Reder	\$30,666.00	\$30,666.00	\$61,332.00	1	\$125,808.00	50%	10.00	39.00%	\$61,331.40
	Learner Web Technology Director Vid Mihaescu	\$63,113.00		\$63,113.00	1	\$49,500.00	100%	10.00	51.00%	\$63,112.50
	Learner Web Technology Systems Programmer (TBS)	\$24,757.00		\$24,757.00	1	\$42,684.00	100%	4.00	58.00%	\$24,756.72
	BTOP Project Coordinator	\$60,500.00		\$60,500.00	1	\$44,000.00	100%	10.00	55.00%	\$60,500.00
	GRAs - Training and Technology (1 = LING, 1 = CLAS match)	\$629.00	\$629.00	\$1,258.00	2	\$12,588.00	100%	10.00	2.00%	\$1,258.80
	GRAs - Translation	\$126.00		\$126.00	1	\$12,588.00	100%	2.00	2.00%	\$125.88
	LING/CLAS match: Grants Administrator Leslie Wright		\$11,794.00	\$11,794.00	1	\$37,000.00	25%	10.00	51.00%	\$11,793.75
	LING/CLAS match: IELP instructor Errin Beck		\$1,417.00	\$1,417.00	1	\$40,480.00	5%	8.00	35.00%	\$1,416.80
	LING/CLAS match: IELP instructor Alexandra Cesar		\$1,417.00	\$1,417.00	1	\$40,480.00	5%	8.00	35.00%	\$1,416.80
	LING/CLAS match: IELP instructor Darbra Smith		\$1,417.00	\$1,417.00	1	\$40,480.00	5%	8.00	35.00%	\$1,416.80
	ENG/CLAS match: professor Dan DeWeese		\$1,701.00	\$1,701.00	1	\$48,590.00	5%	8.00	35.00%	\$1,700.65
	ENG/CLAS match: professor Greg Jacob		\$2,565.00	\$2,565.00	1	\$73,280.00	5%	8.00	35.00%	\$2,564.80
	ENG/CLAS match: professor Hildy Miller		\$3,459.00	\$3,459.00	1	\$98,830.00	5%	8.00	35.00%	\$3,459.05
	MTH/CLAS match: professor Paul Latiolais		\$3,878.00	\$3,878.00	1	\$110,800.00	5%	8.00	35.00%	\$3,878.00
	SS/FADM match: Bill Ryder		\$1,739.00	\$1,739.00	1	\$49,680.00	5%	8.00	35.00%	\$1,738.80
	ED/GSE match: professor Pat Burk		\$3,395.00	\$3,395.00	1	\$97,010.00	5%	8.00	35.00%	\$3,395.35
				\$0.00						\$0.00
	Subtotal	\$179,791.00	\$64,077.00	\$243,868.00						
c. Travel - For significant costs, include details such as number and purpose of trips, destinations.	Purpose of Trip	Federal Support	Matching Support	Total	# of Trips	Cost per Trip	Total			
	2x Learning Plan Design Team meetings, St. Paul (3 people, 2 days @ \$900/ person/ meeting (airfare, hotel, per diem, misc))	\$5,400.00		\$5,400.00	2	\$2,700.00	\$5,400.00			
	4x National Leadership Team meetings, Portland (2 days beverages = \$200, one hosted dinner = \$749.25, meeting room = \$500)	\$5,797.00		\$5,797.00	4	\$1,449.25	\$5,797.00			
				#VALUE!			\$0.00			
				\$0.00			\$0.00			
	Subtotal	\$11,197.00	\$0.00	\$11,197.00						

d. Equipment Costs - List equipment with # of units and unit costs. Distinguish between equipment intended for applicant use versus equipment for the end user.									
Equipment Description	Federal Support	Matching Support	Total	#Units	Unit Cost	Total			
Applicant Equipment									
Database Server	\$12,162.00		\$12,162.00	1	\$10,000.00	\$10,000.00			
Media Server	\$8,189.00		\$8,189.00	1	\$10,000.00	\$10,000.00			
			\$0.00			\$0.00			
			\$0.00			\$0.00			
User Equipment									
			\$0.00			\$0.00			
			\$0.00			\$0.00			
			\$0.00			\$0.00			
			\$0.00			\$0.00			
Subtotal	\$20,351.00	\$0.00	\$20,351.00						
e. Supplies - List costs associated with materials/printing, curriculum, translations, and other supplies									
Description	Federal Support	Matching Support	Total	#Units (If Applicable)	Unit Cost (If Applicable)	Total			
Office supplies	\$1,200.00		\$1,200.00			\$0.00			
Software	\$2,000.00		\$2,000.00			\$0.00			
Books, materials, photocopying	\$1,200.00		\$1,200.00			\$0.00			
			\$0.00			\$0.00			
Subtotal	\$4,400.00	\$0.00	\$4,400.00						
f. Contractual - List contractors with purpose of contract, hourly rate or total fixed rate.									
Contractor	Federal Support	Matching Support	Total	# Hours (If Applicable)	Hourly Rate (If Applicable)	Total Contract			
David Rosen, \$3000/month mos 1-6, \$2000/month mos 7-30 = 75 days @ \$880/day = 600 hrs @ \$110/hr	\$66,000.00		\$66,000.00	600	\$110.00	\$66,000.00			
David Rosen, travel from Boston MA (2x to MN @ \$750, 4x to PDX @ \$1000)	\$5,500.00		\$5,500.00			\$5,500.00			
Heide Wrigley, 13.1 days @ \$1000/day = 104.8 hrs @ \$125/hr	\$13,100.00		\$13,100.00	105	\$125.00	\$13,100.00			
Heide Wrigley, travel from Mesilla NM (2x to MN @ \$570, 4x to PDX @ \$1000, 1x to McAllen TX @ \$560, 1x to Albany NY @ \$700)	\$6,400.00		\$6,400.00			\$6,400.00			
			\$0.00			\$0.00			
			\$0.00			\$0.00			
Subtotal	\$91,000.00	\$0.00	\$91,000.00						
g. Construction - If applicable, list construction costs									
Description	Federal Support	Matching Support	Total						
			\$0.00						
			\$0.00						
			\$0.00						
			\$0.00						
Subtotal	\$0.00	\$0.00	\$0.00						

