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

Submitted Date: 3/15/2010 4:40:43 PM	**Easygrants ID: 6651**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** PORTLAND STATE UNIVERSITY
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Stephen Reder

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A. General Application Information

1. Applicant Information	
Name and Federal ID for Applicant	
DUNS Number	946403920
CCR # (CAGE)	0FJU4
Legal Business Name	PORTLAND STATE UNIVERSITY
Point of Contact (POC)	WILLIAM HELSLEY 5037253417 Ext. helsleyw@pdx.edu
Alternate POC	WILLIAM HELSLEY 5037253417 Ext. helsleyw@pdx.edu
Electronic Business POC	NANCY KOROLOFF 5037253423 Ext. koroloffn@pdx.edu
Alternate Electronic Business POC	WILLIAM HELSLEY 5037253417 Ext. helsleyw@pdx.edu

2. Name and Contact Information of Person to be Contacted on Matters Involving this Application:	
Prefix	
First Name	Stephen
Middle Name	
Last Name	Reder

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Suffix	
Telephone Number	503-725-3999
Fax Number	
Email	reders@pdx.edu
Title	Professor of Applied Linguistics

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

Project Role	Name	Phone	Email
Secondary Point of Contact	Mr. William , Helsley	5037253417	helsleyw@pdx.edu

4. Other Required Identification Numbers

Easygrants ID	6651
Funding Opportunity Number	500001
Catalog of Federal Domestic Assistance Number	**BTOP CFDA Number:** 11.557 **BTOP CFDA Title:** Broadband Technology Opportunities Program

5. Organization Classification

Type of Organization	State or State Agency
Is the organization a small business?	No
Does the organization meet the definition of a socially and economically disadvantaged small business concern?	No

6. Authorized Organizational Representative

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AOR	HELSLEY, WILLIAM
Result	<Select>

7. Project Title and Project Description

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

Project Description: A broad coalition of community anchor institutions across the country (Minnesota, New York, Central and South Texas, New Orleans, LA and Richmond, CA) will increase broadband use by implementing Learner Web, an innovative online system of self-paced Learning Plans focused on digital literacy, education on how to be an informed consumer of broadband technology, and career pathways.

8. Other Applications

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

➤ Yes

Easygrants ID	Project Title
5177	Opportunities and Pathways to Education

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

Portland State University (PSU), the applicant organization for the proposed BTOP-SBA Learner Web Partnership grant, is not submitting another or related BTOP application in this funding round.

Minnesota Literacy Council (MLC), one of Portland State's Learner Web Partnership sub-recipients, is also included as a partner in a BTOP-PCC proposal being submitted by Minnesota State Colleges and Universities (MnSCU). The project title is "Opportunities and Pathways to Education" (Easygrants No. 5177). The contact is Dr. Shari Olson, MnSCU ARRA System Director. MnSCU's "Opportunities and Pathways to Education" project will increase the number

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of traditionally underrepresented students (low-income, minorities, first generation, immigrants, and refugees) successfully participating in programs by providing accessible computers and broadband, conducting outreach and skills training for 21st century broadband applications, and indentifying and promoting successful strategies. PSU's SBA proposal and MnSCU's PCC proposal are complementary and synergistic. Although they will serve different populations, they both support statewide efforts to align ABE, Department of Education, Department of Employment, and Economic Development DEED), and MnSCU as a seamless system of support. MLC will develop and implement new Learner Web modules among vulnerable populations through the SBA; MLC will help champion integration of Learner Web into MnSCU as part of the PCC.

ProLiteracy Worldwide is also a Learner Web Partnership sub-recipient, to develop Learning Plans for tutors and lab assistants. ProLiteracy is submitting a BTOP-PCC proposal called "Life Links" (Easygrants No. 5236). ProLiteracy will partner with eight community anchor institutions and service agencies to expand access to high-speed broadband services for vulnerable populations through new and expanded Public Computer Centers in Onondaga County, New York. Life Links pairs high-speed broadband access with education, training, and resources to help vulnerable adults and youth use the Internet to achieve their employment and educational goals.

South Texas College is planning to participate as a partner in a BTOP-CCI application; however the project title and Easygrants number is not yet available. South Texas will be able to participate effectively in the Learner Web Partnership in the absence of other ARRA funding.

These separate applications are synergistic and complementary, not co-dependent. Implementation of one does not depend on funding of another.

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

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

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

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Name	Title	Employer

B. Executive Summary, Project Purpose and Benefits

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

Problem/need addressed: The Learner Web Partnership addresses the primary barriers to broadband access and use among adults in the United States: affordability, lack of digital literacy skills, and a perceived lack of content relevant to their daily lives, needs, and future aspirations. These barriers are exacerbated among populations that have the lowest levels of broadband access: primarily low-income adults who lack a high school education. This includes a growing—and increasingly diverse—population of adults from immigrant and language-minority communities.

Approach: The Learner Web Partnership proposed by Portland State University (PSU) involves coalitions in two states (Minnesota, New York), two regions (Central and South Texas), and two cities (New Orleans, Louisiana and Richmond, California). The project will increase broadband use among low-income, low-literate, ESOL, and other vulnerable populations by implementing Learner Web, an innovative online system of self-paced Learning Plans. Over 30 months, the project will develop and implement Learning Plans focused on digital literacy (at home, at work, and in the community), education on how to be an informed consumer of broadband technology, and orientation to career pathways. These Learning Plans will also be available in Spanish. Two additional Learning Plans will be developed to train volunteer and paid tutors and computer lab assistants to support new broadband users. A Learning Plan Design Team comprising the Minnesota Literacy Council, ProLiteracy Worldwide, and experts in adult learning, computer-delivered education, and strategies for language-minority and other populations will oversee work on these new Learning Plans. An important hallmark of the Learner Web system is its emphasis on providing self-paced online learning and the face-to-face support of trained tutors and computer assistants. Another important feature is its potential for sustainability: it is built on an open-source software platform and its Learning Plans will be distributed to interested organizations before, during, and following the federal grant period.

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Sixty-three community anchor institutions in the six national partner areas will collaborate to identify and recruit potential new broadband users. The Learner Web Partnership comprises a broad range of community anchor institutions: adult basic education (ABE) and employment/training programs, colleges and community colleges (including a federally designated Hispanic-serving institution), K-12 schools, public libraries, social services agencies, public safety and public housing agencies, and nonprofit community-based organizations dedicated to improving adult literacy, employability, and related skills. A lead sub-recipient organization for each of the six national sites will coordinate Learner Web Partnership activities among the local community anchors (and will serve on a National Leadership Team to coordinate activities).

Areas/populations served: The Learner Web Partnership will allow 23,538 vulnerable adults to move from being "new-to-broadband" users to "broadband-ready" users. Participants will receive an average of 15 hours potential new broadband users over the six participating national sites, and will receive an average of four hours of volunteer tutoring assistance. It is estimated that the project will create 23 jobs and demonstrate a sustainable model for increasing broadband use among highly diverse and vulnerable adult populations.

Overall project cost: The total cost of implementing the Learner Web Partnership over 30 months of SBA support is $5,870,589. The federal request totals $3,318,031; matching costs, primarily in-kind, total $2,552,558. Matching contributions comprise 43.5% of the total projects.

11.   Project purpose:

Overview: Portland State University requests 30 months of funding from the Sustainable Broadband Adoption (SBA)–Broadband Technologies Opportunities Program (BTOP) to establish a multi-state system of learning support designed to increase broadband access and demand among vulnerable populations that traditionally have underutilized this technology. The proposed Learner Web Partnership comprises coalitions of community anchor institutions in two states (Minnesota, New York), two regions (Central and South Texas), and two cities (New Orleans, LA and Richmond, CA). All of the six participating sites will increase broadband use by implementing Learner Web, an innovative online software system of self-paced learning modules for low-skilled adults and the tutors who assist them.
Problem/opportunity addressed: Broadband Adoption and Use in American, the recently released report on the National Broadband Plan Consumer Survey conducted by the Federal

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Communications Commission (FCC) in 1990, found three primary reasons why a third of American adults do not use broadband: (1) cost, (2) lack of digital literacy skills, and (3) lack of (or lack of awareness of) relevant content. More than half of the non-adopters of broadband surveyed listed more than one of these reasons. The FCC report organizes them into four categories of attitudes and characteristics: "near converts," "digital hopefuls," "digitally uncomfortable," and "digitally distant." The most recent demographics summarized in the Pew Internet & American Life Project show that the vulnerable populations who lack broadband access are disproportionately older, especially among those age 65 and older (with only 38% having access); low income (only 60% of households earning $30,000 or less annually have broadband access); and have low levels of education attainment (only 39% of those with less than a high school education have access). The Learner Web Partnership addresses all of these barriers among populations with the lowest broadband access: primarily low-income adults who lack a high school education. This includes a significant population of vulnerable adults among the nation's growing and increasingly diverse population of immigrants and other adult speakers of English as a second language (ESL).

Solution/Approach: Sixty-three community anchor institutions in the six national partner sites will collaborate to identify and recruit potential new broadband users. The Learner Web Partnership comprises a broad range of community anchor institutions: adult basic education (ABE) and employment/training programs, colleges and community colleges (including a federally designated Hispanic-serving institution), K-12 schools, public libraries, social services agencies, public safety and public housing agencies, and nonprofit community-based organizations dedicated to improving adult literacy, employability, and related skills. A lead sub-recipient organization for each of the six national sites will coordinate Learner Web Partnership activities among the local community anchors (and will serve on a National Leadership Team that will meet four times in Portland, Oregon).

Low-income, low-literate, English language learners, out-of-school youth, and other identified vulnerable individuals will be referred to partners' nearby public computer centers staffed by tutors and lab assistants (paid and volunteer) trained to assist them in using the Learner Web software and in completing a set of self-paced Learning Plans that will be developed and piloted during the first six months of the project. The Learning Plans will cover three areas: Digital Literacy, Broadband Consumer Education (i.e., how to be an informed consumer of broadband technology), and Orientation to Career Pathways. Two complementary Learning Plans will also be created to familiarize tutors and computer lab assistants with the Learner Web software system and to prepare them to support new-to-broadband users as they work on personal Learning Plans. The Minnesota Literacy Council and ProLiteracy Worldwide (state and national

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umbrella organizations) will develop the Learning Plans for new broadband users and their tutors.

Significance/potential for replication: By the end of the grant, an estimated 23,538 vulnerable adult learners will have completed at least two of the three Learning Plans (digital literacy and broadband consumer education), requiring an average of 15 hours of self-paced learning per participant, assisted by an average of four hours of face-to-face tutoring. (Some will complete the plans sooner, while others with weaker literacy and/or computer-related skills will need more time.) The multi-state Learner Web Partnership will also have demonstrated an effective and sustainable model tailored to the specific needs and circumstances of diverse and highly vulnerable adult population groups in local communities that are unserved or underserved relative to broadband education and access. An important hallmark of the Learner Web model is its combination of self-paced computer-based learning with the face-to-face support of a tutor or lab instructor/assistant. Furthermore, the project will build local capacity within participating organizations to train volunteers and staff as part of a coherent Learner Web support system. The open-source Learner Web software and Learning Plans will be freely disseminated following the grant; along with the cost-effectiveness of using trained volunteers, these features will greatly increase sustainability through continuation, expansion, and replication in other areas nationally.

Statutory purposes: The project will advance all purposes: providing broadband access to unserved/underserved areas; providing access, education, awareness, training, and support for community support organizations and agencies; improving use of broadband service by public safety agencies; and stimulating the demand for broadband, economic growth, and job creation.

12.   Recovery Act and Other Governmental Collaboration:

As previously described, the Learner Web Partnership will collaborate with other complementary BTOP-PCC projects in Minnesota and New York. While project activities will involve adult basic education and workforce development efforts in the participating states, as well as a wide range of community-based organizations and programs that receive federal and state support from various sources (e.g., Even Start Family Literacy), there is no direct financial leverage for this project, and no federal funds are being claimed as match in this BTOP-SBA proposal.

13.   Technology Strategy:

The 63 community anchor institutions collaborating in the BTOP-SBA will identify, recruit, and refer low-income, low-literate, ESOL, and other vulnerable adults to local computer labs which will implement the free Learner Web software system of online lessons (www.learnerweb.org). Learner Web (LW) is a learning support system designed to provide structure and resources for

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adults who want to accomplish specific learning objectives. It was developed by Professor of Applied Linguistics Dr. Stephen Reder and colleagues at Portland State University, and is being piloted from 2007 through September 2010 by an Institute for Museum and Library Sciences demonstration grant in six national regions. Six other regions around the country—and internationally, in Scotland—are also using the system.

LW users can identify specific goals and the steps to reach them, and online learning is integrated with appropriate community-based resources such as volunteer tutors. LW Learning Plans walk users through the process of identifying a goal; doing background research, if needed, to understand the steps necessary to meet the goal; identifying (through self-assessment tools and/or help from a tutor or instructor) what skill development is needed; and matching resources to the goals, steps, and profile/characteristics of the user (e.g., Spanish-speaking, zip code location, age). Learners self-manage their pace of study, have confidential profiles and passwords, and can grant permission to others (e.g., instructors and tutors) to see their work; a portfolio function allows them to upload and store information to document their progress. The system is designed for distributed administration to reduce overhead cost and resides on the PSU server, with a database of resources from remote sites. It was designed for easy integration into public computer labs and as free, open-source software can easily be sustained by participating partners and replicated by other interested communities and organizations.

The first sixth months of the LW Partnership will focus on development and piloting of Learning Plans content for new-to-broadband users and tutors/computer lab assistants (including Spanish-language plans). The Learning Plan Design Team will consist of the Minnesota Literacy Council, ProLiteracy Worldwide, the project director, and national advisors familiar with LW who have expertise on technology integration, blended learning strategies, and linguistically and culturally appropriate services. The LW Learning Plans will be implemented in each site over the next 24 months. Lead agency/sub-recipient representatives from each of the six national partners (which include existing and new LW regions) will serve on a National Leadership Team to ensure compliance with project-related requirements; plan for effective local implementation of the LW; share lessons learned; address any barriers anticipated or encountered; and plan for continuation/dissemination of the LW model.

14.   **Innovative Approach:**

Learner Web is an outgrowth of a ten-year Longitudinal Study of Adult Leaning (LSAL) carried out by Portland State University professors Dr. Reder and Dr. Clare Strawn, which followed a

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random sample of about 1,000 Portland-area high school dropouts. Among the findings was the importance of "blended" learning environments that combine self-paced study, face-to-face support, and an individual plan and structure leading to identified goals. Many low-income and undereducated adults move in and out of adult basic education, English language, GED, and other education and training programs, frequently studying on their own as they try to juggle family, work-related, or other demands and interruptions. They are often frustrated in trying to match their goals with the steps leading to them, and lack the support needed to persist. These findings on how adults learn—particularly those facing multiple barriers to educational, economic, and personal success—are consistent with the recent FCC survey examining gaps in broadband adoption. For example, the "digital hopefuls," who make up 22% of non-broadband users and are heavily represented among Hispanic and African-American adults, are interested in the Internet but lack access or sufficient knowledge/comfort or literacy to use the technology. The "digitally distant," on the other hand, tend to be older, lack digital literacy, and either not see the relevance of broadband technology or regard it with suspicion.

The LW Partnership will demonstrate a comprehensive, effective, and replicable model for tailoring digital literacy and broadband consumer education to diverse communities of adult learners. All of the six targeted states, regions, and cities have significant concentrations of high-poverty minority communities and language-minority groups, including varied immigrant populations in Minnesota, a large Latino population in South Texas, and high African-American populations in New York, New Orleans, and Richmond, CA. Addressing the learning needs of these highly vulnerable adults toward the goal of increasing broadband access and use will require intensive and coordinated efforts. Combining state-of-the-art learning technology with mediated, on-site face-to-face support may initially be more expensive, but over time is likely to produce the most tangible and sustainable results. The development of tutor training Learning Plans will create a large cadre of experienced volunteers and staff, thus increasing long-term cost-effectiveness and sustainability. This large-scale national partnership is also innovative: the LW is flexible enough to accommodate local needs while supporting an elegantly simple system of service delivery, accountability, and evaluation. These features, combined with an open-source software system and freely available Learning Plans, will encourage broad dissemination of information about the project and replication of the model established with federal funding.

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

➢ No

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16.   Is the applicant deliquent on any federal debt?

> No

If Yes, justification for deliquency:

> .

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

> No

C. Partners

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

If YES, key partners are listed below:

Project Role: Sub-recipient
Name: Nesheim, Eric
Email: enesheiim@theMLC.org
Address 1: 756 Transfer Road
Address 2:
Address 3:
City: Saint Paul
State: Minnesota
Zip Code: 55114
Organization: Minnesota Literacy Council
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Sub-recipient
Name: DeShaw, Carla
Email: Carla.DeShaw@cayuga-cc.edu
Address 1: 197 Franklin Street
Address 2:
Address 3:

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City: Auburn
State: New York
Zip Code: 13021
Organization: Cayuga Community College, Regional Adult Education Network (RAEN)
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Sub-recipient
Name: Harvey, David
Email: info@proliteracy.org
Address 1: 1320 Jamesville Avenue
Address 2:
Address 3:
City: Syracuse
State: New York
Zip Code: 13210
Organization: ProLiteracy Worldwide
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Sub-recipient
Name: Poag, Meg
Email: mpoag@willread.org
Address 1: PO Box 41567
Address 2:
Address 3:
City: Austin
State: Texas
Zip Code: 78704
Organization: Literacy Coalition of Central Texas
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Sub-recipient
Name: Aguirre, Juan Carlos
Email: jcaguirr@southtexascollege.edu
Address 1: PO Box 9701
Address 2:
Address 3:

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City: McAllen
State: Texas
Zip Code: 78503
Organization: South Texas College
Organization Type: Other
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Sub-recipient
Name: Martin, Karen
Email: kmartin@goodwillno.org
Address 1: 3400 Tulane Avenue
Address 2:
Address 3:
City: New Orleans
State: Louisiana
Zip Code: 70119
Organization: Goodwill Industries of Southeastern Louisiana
Organization Type: Non-profit Corporation
Small business: No
Socially and economically disadvantaged small business concern: No

Project Role: Sub-recipient
Name: Drobner, Sherry
Email: sherry_drobner@ci.richmond.ca.us
Address 1: 440 Civic Center Plaza
Address 2:
Address 3:
City: Richmond
State: California
Zip Code: 94804
Organization: Richmond Public Library
Organization Type: City or Township Government
Small business: No
Socially and economically disadvantaged small business concern: No

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

Minnesota Literacy Council (MLC) is a nonprofit organization dedicated to sharing the power of learning throughout the state. MLC provides services for adults, children, and families to

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improve their literacy skills as well as support literacy programs across Minnesota. In 2009, MLC trained 2,100 volunteer tutors and provided over 178,000 hours of Adult Basic Education (ABE) services to 2,644 adult learners. MLC will serve as the fiscal agent for Learner Web Partnership activities in Minnesota; recruit, train, and place volunteer tutors; coordinate outreach to potential new broadband users, including coordination with referral sources; and serve on the National Leadership Team. MLC will also take a lead role in developing, piloting, and refining new Learning Plans focused on digital literacy (at home, at work, in the community), on how to be an educated consumer of broadband technology, and on orientation to career pathways. (The first two Learning Plans will be completed before the Learning Plans on career pathways.)

Cayuga Community College will serve as the project's sub-recipient fiscal agent and administrative office for activities carried out by the Regional Adult Education Network (RAEN), Central Southern Tier, which is housed at the college. RAEN provides technical assistance and professional development to adult literacy, occupational, and continuing education programs funded by the New York Education Department. The goal of RAEN is to improve the quality of state-funded adult and family literacy programs. The Learner Web will be implemented in partnership with New York's innovative statewide Literacy Zones in 18 large cities, small cities, and rural areas throughout the state and funded by the NY State Department of Education, and with Literacy New York and its network of 37 local community-based affiliates which provide high-quality, individualized and small group tutoring for ABE and ESOL students, serving more than 5,525 each year, as well as professional development for a corps of volunteer tutors.

ProLiteracy Worldwide is a national umbrella and advocacy organization dedicated to helping adults gain the reading, writing, math, computer, and English language skills needed to be successful. ProLiteracy represents members in all 50 states and the District of Columba and in 52 developing countries. ProLiteracy will take the lead in developing two Learning Plans for tutors and computer lab assistants focused on helping new broadband users access broadband technology and Learning Plans developed through the BTOP-SBA partnership. ProLiteracy will serve on the Learning Plan Design Team and attend National Leadership Team meetings.

Literacy Coalition of Central Texas is a nonprofit umbrella organization of over 70 literacy programs. Its mission is to strengthen literacy education providers in Central Texas through advocacy, research, training, and resource development. As a sub-recipient, LCCT will handle all fiscal and administrative operations including program planning and coordination, volunteer

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and staff training, required reporting, and attendance at National Leadership Team meetings. LCCT will coordinate the efforts of seven partners including the local community college, public libraries, workforce development boards, and Austin Free-Net, a nonprofit organization that promotes free public Internet access sites.

South Texas College (STC) is an Hispanic Serving Institution ranked as one of the top 100 community colleges in the nation, and number three in the nation for the number of associate degrees awarded to Hispanic students. STC will serve as the lead sub-recipient organization, operating six computer center locations throughout Hidalgo and Starr counties. Collaborating organizations include Workforce Solutions; the Valley Institute for Development and Advancement (VIDA), serving low-income, un- and underemployed residents; Motivation, Education, and Training (MET), providing training for migrant and seasonal farm workers; and the Department of Assistive and Rehabilitative Services (DARS), helping people with disabilities pursue independent and productive lives. STC is the training provider for various adult and basic education, GED, ESL, and occupation-specific training programs available through these partners. STC will also serve on the project's National Leadership Team.

Goodwill Industries of Southeast Louisiana will serve as the lead sub-recipient organization for the New Orleans Learner Web Partnership, and will support recruitment of potential new broadband users, host trainings for volunteer tutors and paid staff, provide computer labs, and participate on the National Leadership Team. It will work closely with the Lindy Boggs National Center for Community Literacy at Loyola University, which will coordinate communications and recruit and train volunteers. Other partners include Louisiana Technical College, the Literacy Alliance, the Jefferson Parish Public School System, the sheriff's office, and neighborhood community centers.

Richmond Public Library and its Literacy for Every Adult Project (LEAP) will serve as the lead sub-recipient for Learner Web Partnership activities and will provide centralized training for staff and volunteers; coordinate with local housing developments and city community centers that will serve as entry points for new broadband users; convene a local Learner Web Council comprising representatives of various community anchor organizations; participate on the National Leadership Team; and align various training and outreach resources, including a Bookmobile. LEAP will attend National Leadership Team meetings.

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D. Congressional Districts

20.   Applicant Headquarters

> Oregon

21. Project Service States

California

Louisiana

New York

Minnesota

Texas

Oregon

22. Project Service Areas

California - 7

Louisiana - 2

New York - 28

New York - 29

New York - 25

New York - 24

New York - 23

New York - 22

New York - 12

New York - 27

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New York - 21

New York - 18

New York - 17

New York - 14

Minnesota - 1

Minnesota - 4

Minnesota - 5

Texas - 15

Texas - 28

Texas - 10

Texas - 21

Texas - 25

Texas - 31

Oregon - 1

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

➢ No

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

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

No

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E. Community Anchor Summary

26. Community Anchor Institution	
Schools (k-12)	22
Libraries	5
Medical and Healthcare Providers	1
Public Safety Entities	1
Community Colleges	2
Public Housing	7
Other Institutions of Higher Education	1
Other Community Support Organization	19
Other Government Facilities	10
TOTAL COMMUNITY ANCHOR INSTITUTIONS	68
27. Minority Serving Institutions	
Historically Black colleges and Universities	0
Tribal Colleges and Universities	0
Alaska Native Serving Institutions	0
Hispanic Serving Institutions	1
Native Hawaiian Serving Institutions	0
TOTAL MINORITY	1

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SERVING INSTITUTIONS	

F. Demographics

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

➢ Yes

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

Black/African-American

Asian

Native American or Native Alaskan

Native Hawaiian or Pacific Islander

English as Second Language (ESL)

Disabled

Low Income

Unemployed

Senior Citizen (55 and over)

Youth

Other

Other: Low-literate

29. **Vulnerable Populations**

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The LW Partnership comprises coalitions working statewide (Minnesota, New York), regionally (Central and South Texas), and in cities (New Orleans, LA and Richmond, CA). Each partner will recruit vulnerable unserved and underserved project participants. Learning Plans are focused on individual learners and tailored to individual needs; Learning Plans will be available in Spanish and the new Learning Plans for tutors will incorporate culturally appropriate strategies for assisting language-minority, bilingual, and other groups.

Minnesota workforce centers and ABE programs will provide outreach to their vulnerable populations; predominately African-Americans and Asian refugees. Nearly all those served by ABE and public housing are low-income; 47% of individuals receiving ABE services in the state are ESL; it is 80% in St. Paul and similarly high in Minneapolis.

New York: Traditional literacy programs have served a diverse cohort of 133,255 adult learners, including 61,731 ABE learners, 71,534 ESL learners, 24,148 on public assistance, 62,818 learners at or below the poverty line, and 5,610 learning disabled. The NYS Learner Web includes 20 literacy zone classrooms and computers labs in five large cities (New York, Yonkers, Syracuse, Rochester, and Buffalo), small cities (Utica and Niagara Falls), seven rural areas, and two rural-urban literacy zones. These sites vary widely demographically, but include significant African-American and Hispanic populations.

Central Texas: All of the collaborating partners serve minority, low-income, language-minority, and other vulnerable populations. Sizable language groups are Spanish, Arabic, Chinese, Russian, Urdu, Hindi, Vietnamese, Swahili, and Farsi.

South Texas: According to 2008 US Census Bureau estimates, nearly 98% of the residents of Starr County and 90% of Hidalgo County are Hispanic; about 87% of households speak a language other than English, primarily Spanish. Fully 41.5% of adults in the ages 25 and over have less than a ninth-grade education, or lack a high school diploma or equivalency; among residents ages 18-24 and 25-34, nearly one-third lack a high school diploma or GED. 51% of Starr County and 37% of Hidalgo County residents live below the poverty line, and the area has the highest unemployment rate in the state.

New Orleans, LA: Despite a dramatic exodus of poor African-American residents post-Katrina, New Orleans is still a "minority majority" city, with African-Americans comprising 58% of the population. Census data and Goodwill Industries' data management system shows a preponderance of vulnerable adults in terms of income, education, employment, disability, ESL, and other factors.

Richmond: Richmond is an ethnically diverse community where over 36% of residents speak a home language other than English; the unemployment rate is over 17%; one of four adults over age 25 lack a high school diploma; and 17% of families live below the poverty line.

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30. Accessibility

All of the centers are open to people with disabilities, comply with state and federal regulations, and make accommodations as necessary to ensure equitable access. The Learner Web's combination of online and mediated face-to-face support makes it appropriate for various types of learners, including those with disabilities.

31. Other Languages

The LW Partnership will serve a significant number of language-minority and English as a second language speakers. This includes varied populations of Spanish speakers in Texas, California, and New York, and varied immigrant groups in Minnesota and the Austin area. As just one notable example, speakers of languages other than English comprise more than half of the adult education population served by New York's literacy zones. A total of 71,524 non-native speakers of English enrolled in adult education classes in 2008-09. Although recruitment efforts will target all adult education programs, it is expected that more than half of the 6,400 adults reaching by the LW Partnership in New York will be non-native English speakers.

The Learner Web user interface and the Learning Plans for digital literacy and broadband consumer education will be available in English and Spanish. The Learning Plans for tutors, although only developed in English, will provide self-paced training on working with new broadband users from bilingual and/or language minority backgrounds generally, not just Spanish language speakers. Nationally recognized consultants such as Dr. Heide Wrigley will help ensure that the Learner Plans incorporate effective strategies for diverse learners, including language-minority and ESL populations.

G. Project Budget

32. Project Budget	
Federal Grant Request	$3,318,031
Total Match Amount	$2,552,558
Total Budget	$5,870,589

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Match Percent	43.5%

33.   Projects Outside Recommended Funding Range:

➢ Not applicable.

34.   Sustainability:

Its potential for sustainability is one of the strengths of the Learner Web Partnership model. The first goal is to sustain broadband use among the target population: low-income adults with few skills and fewer prospects, who lack literacy and other basic skills, and who are likely to be ESOL, out-of-school-youth and other low-income population groups. Completion of Learning Plans focused on digital literacy and broadband consumer education will help participating "new-to-broadband" users become "broadband-ready" users who have gained digital literacy skills and knowledge and have discovered the value and relevance of online technology to their daily lives and future aspirations. The development of Learning Plans for career pathways addresses the needs of many participating new broadband users and will provide opportunities to apply some of the digital literacy skills and consumer education knowledge acquired through the other Learning Plans. The Learning Plans, coupled with one-to-one support by tutors and lab assistants, will have helped participants acquire the life-long learning skills and habits of mind that will help motivate their sustained use of high-speed broadband technology.

A second important goal is to sustain the learning model and system of support for vulnerable adults. Capacity-building toward the goal of sustainability is one of the purposes of the LW Partnership, and of the extensive networking that will take place within local partner sites and among all the national sites. Several important factors make the LW model relatively cost-effective and easily sustainable following the initial start-up period:
1) The Learner Web system, which has already been developed and field-tested, will be released as open-source software before this project begins, to facilitate information dissemination and sustainability.
2) Learning Plans developed for new broadband users and tutors/computer lab assistants will be freely available for use in other computer centers and broadband access points across the country.
3) The project will produce a large cadre of trained volunteer tutors and computer lab assistants who will be future resources in their local communities.

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4) The development of Learning Plans and tested strategies for integrating volunteers into the operations of local public computer centers and labs is cost-effective and thus sustainable for many types of organizations and programs.

35. Matching Funds	
Applicant is providing matching funds of at least 20% towards the total eligible project costs?	Yes
Describe the matching contributions	Portland State University (PSU)'s total match of $2,552,558 represents 43.5% of total project costs. This match comes directly from PSU as well as from its seven subrecipients. PSU's own match comes from portions of PSU-paid faculty and Graduate Research Assistant (GRA) salary and fringe contributed to the project; tuition remitted for GRAs as required by Oregon University System policy; hosting expenses for a computer server dedicated to the project; and indirect costs associated with these direct cost matches (salary, fringe, hosting), calculated using PSU's negotiated federal indirect rate of 45.5%. PSU's own match totals $408,823. This comprises faculty and GRA match totaling $193,188 in salary and another $64,077 in fringe. Numerous faculty shown contributing small (.05 FTE) matches of their time will serve on the Faculty Expert Committee for the project; these individuals are involved with the use of the proposed project's Learner Web technology on PSU's campus in ways that will have a synergy with activities proposed for this project. The value of the hosting match is $3,095 according to standard rates charged to university projects by PSU's Office of Information Technology. The GRA tuition remission match is valued at $30,000 (10 terms at $3,000). The indirect cost match on the salary, fringe and hosting is $118,463 (indirect charges do not apply to tuition). The two predominant sources of match from PSU's seven subrecipients and their respective local partners are (1) staff time

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

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dedicated to project management, coordination, volunteer recruitment, and new broadband user tutoring; and (b) volunteer time dedicated to new broadband user tutoring, valued at prevailing local hourly rates for similar work or by the Bureau of Labor Statistics official average hourly rates for volunteer time.

Match from the Central Texas Literacy Coalition totaling $143,060 includes effort at 0.09 FTE for one year from the Coalition director and her counterparts at each of seven sites, together with a commensurate proportion of fringe benefit cost; and 0.071 FTE for one year from 40 trained computer literacy instructors.

Match from the Minnesota Literacy Council totaling $242,738 consists primarily of effort at 0.14 FTE for two years from 42 volunteer tutors, along with dedicated staff time from MLC contract coordinators, Learner Plan developers, and site staff, being paid with local funds; and broadband connection fees being waived for 15 months at 6 training sites.

Match from the New Orleans partnership, which includes Goodwill of SE Louisiana, the Lindy Boggs literacy center at Loyola University, the Literacy Alliance, and their other participating anchor sites, includes 0.50 FTE of a new 1.0 FTE project coordinator position to be created at Goodwill, plus benefits; 0.10 FTE of the Lindy Boggs director's effort, plus benefits and IDC; dedicated staff time at the Alliance and training sites for recruitment, tutoring, and coordination; and volunteer time dedicated to user tutoring at most of the sites.

Match from the Cayuga Community College/ RAEN/ New York Literacy partnership, totaling $736,282, consists in large measure of 25,600 hours of effort from volunteer tutors coordinated by NYL, along with several items of minor equipment being purchased for and dedicated to the project, and waived indirect cost on RAEN staff salaries.

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	Match from Proliteracy, one of two partners tasked with developing Learning Plans, which will total $13,184, consists of staff time dedicated to project supervision, together with benefit cost and IDC; and 200 volunteer hours for beta-testing Learner Plans. Match from the Richmond Public Library partnership totaling $562,224 includes effort dedicated to the project from four LEAP staff members and Library IT, reference, and bookmobile personnel; a 0.50 FTE volunteer coordinator to be locally funded; effort from paid assistants at housing sites; 6240 volunteer tutor hours and 4096 computer teacher hours; and printing and computer accessories to be purchased for and dedicated to the project. Match from South Texas College totaling $76,974 consists of effort at 0.15 FTE from the continuing education director and at 0.20 FTE from three continuing education coordinators, together with benefit cost; and a portion of the substantial IDC costs being waived by STC in support of the project.
Unjust enrichment	None; not applicable.
Disclosure of federal and/or state funding sources	No other federal or state funding sources are reported.

36. Budget Narrative	
Budget narrative	Personnel. Salaries & fringe benefits are established individual rates. Project Director Reder will oversee all technical & fiscal activities (50% time commitment). A full-time LW coordinator will communicate with subrecipients and contractors and monitor project activities. Mihaescu is full-time lead for development of LW technology. Systems Programmer Sasek will work full-time during year 1 to enhance LW to meet project goals. Nine faculty/staff (each .05 FTE) will serve on an expert group. Grants Administrator Wright will assist subrecipients, work with business offices.

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Two .49 FTE Graduate Research Assistants (GRAs) will provide LW training and technical assistance to content developers and implementation sites over 30 months. An additional .49 FTE GRA will translate content from English to Spanish, working for two quarters early in the project.

Travel. Expenses are budgeted for two national project team meetings. The Learning Plan Design team will meet twice in St. Paul MN. Three Portland staff will travel to these 2-day meetings. The National Leadership Team will meet four times in Portland. Conference hosting expenses are budgeted for these two-day meetings. Subrecipients and contractors budget their own travel.

Equipment. Two high-capacity servers, one specialized for database operations and one for multimedia operations, will be purchased and dedicated to the project. These servers will extend and enhance the capacity of PSU's existing LW server to meet the needs of the project's broadband users.

Supplies. The amounts budgeted for office supplies, software purchases, books, materials & photocopying are based on experience with projects of this type/size.

Contractual. Two contractors are charging their customary rates for expert consultation on the development & use of LW materials for training new broadband users. Their contracts include travel expenses to national team meetings.

Other. $4860 for telephone charges is the monthly cost of six lines for 30 months ($27/mo. per line). Long-distance charges are estimates based on experience with projects of this size & geographical dispersion. The initial setup costs for the two new servers are standard rates charged by the Office of Information Technology (OIT). The annual hosting charges for these two servers and a third already in service are at standard rates charged by OIT. Subrecipients' contracts

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	are documented by commitment letters & budgets submitted to PSU. GRAs are paid by the term and receive an Oregon University System-required tuition remission which depends on the number of credits taken in a term and the tuition set by the Oregon State Board of Higher Education, averages about $3000 per quarter. Two GRAs will work 30 months (10 quarters ea.) and a third will work 2 quarters. Indirect. PSU's negotiated provisional indirect cost rate is 45.5% and is applied to all direct costs except equipment costing over $5000, tuition remission, and portions of subcontract
Budget reasonableness	The costs of the proposed Learner Web Partnership are reasonable in light of the significant number of new broadband users, totaling 23,538, who will be reached in six high-need national partner sites. While the cost-per-new-broadband user is $249 based on total federal and non-federal sources, the federal portion of this cost is only $141/user; a reasonable amount given the intensive face-to-face support that is built into the Learner Web model. The tutorial component of the model costs are based largely on volunteers, so are easily sustained without continuing federal support. Furthermore, many of the start-up costs associated with establishing broad new partnerships will be absorbed following the federal grant period. Portland State has extensive experience in managing grant-funded projects of this size, scope, and complexity, and all of the federal budget requests and matching contributions submitted by the applicant and sub-recipients have been reviewed closely by the university's experienced federal grants administrators to ensure that each cost is eligible for BTOP-SBA funding and that sufficient funds are allocated to carry out the intended scope of work. Furthermore, the estimated costs of developing the proposed Learning Plans for new-to-broadband users and tutors are based on the applicant (and sub-recipients') prior experience with these tasks. Similarly, several of the sub-recipients—such as ProLiteracy Worldwide and the Minnesota Literacy Council—have extensive experience in budgeting costs such as recruitment and tutor recruitment and training
Demonstration of need	The Learner Web system has been developed over the past three years

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with federal assistance, through an Institute for Museum and Library Sciences (IMLS) demonstration grant ending in September 2010. The proposed BTOP-SBA provides the opportunity to capitalize on the innovative, open-source Learner Web software program that has been developed and piloted, as well as on a broad and successful national partnership infrastructure. Several of the partners from the IMLS will continue to be involved in the BTOP-SBA project, as they recognize the potential value of combining a state-of-the-art online learning resource with the one-to-one attention needed to promote greater broadband access and use. The proposed Learner Web Partnership will address a complex national issue, involving a complex target population of low-income, low-literate adults who lack many of the skills needed for education, job, and personal success. The Learning Plans and collaborative networks created with federal support are intended to be sustained at a relatively low cost. Once developed, piloted, and evaluated, this freely accessible learning system focused on digital literacy, broadband consumer education, career learning plans, and tutor training is likely to attract considerable interest among other community anchor institutions. In short, the model will help meet the nation's broadband priorities far beyond the initial 30-month grant. This constitutes both compelling need and a sound rationale for support.

37. Funds to States/Territories

States	Amount of Federal Grant Request
California	396,659
Louisiana	533,379
New York	690,814
Minnesota	281,735
Texas	290,064

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Oregon	1,125,380

Funds to States/Territories Total: $3,318,031

H. Historical Financials

38. Matching Funds			
	2007	**2008**	**2009**
Revenue	319,820,000	345,637,000	392,383,000
Expenditures	296,218,000	323,071,000	370,927,000
Net Assets	134,171,000	156,737,000	178,193,000
Change in Net Assets from Prior Year	23,602,000	22,566,000	21,456,000
Bond Rating (if applicable)			

I. Program Benefits

39. Jobs	
How many direct jobs-years will be created from this project?	64
How many indirect jobs will be created from this project?	41
How many jobs will be induced from this project?	23

40.   Methodology used to estimate jobs:

The Council of Economic Advisors methodology was used to calculate these job estimates.

41. Adoption Metrics	
How many total new home subscribers (household accounts) to broadband do you expect to generate through use of BTOP funds over the entire life of the program	3531

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funded?	
How many total new business and/or institutional subscribers to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded?	0
How many total users of broadband in public computer centers or users of broadband outside the home (e.g., in a community college) do you expect to generate through use of BTOP funds over the entire life of the program funded?	23538
What is the total cost of your project per new subscriber (household, individual, or institutional) or new end-user?	$249.00

42.   Measuring Adoption Impact:

he LW Partnership estimates that 23,539 vulnerable adults (e.g., low-income, low-literate, ESOL, out-of-school youth) will have moved from being "new-to-broadband" users to ""broadband-ready" as a result of this proposed project. This increase will be accomplished by completing Learning Plans covering digital literacy (e.g., skills needed in roles at home, at work, and in the community) and how to be an informed consumer of broadband technology. These new broadband users will have taken part in an average of 15 hours per person of self-paced learning, accompanied by four hours of face-to-face tutoring and assistance. To derive the estimated number to be served, the sub-recipient organizations and their various partners operating public computer centers/labs were asked to complete a detailed planning matrix and analysis of all their facilities in terms of their existing capacities and how these could support the goals of the Learner Web Partnership—or how existing capacity could be enhanced with federal BTOP-SBA funding to expand the potential numbers of new broadband users served. Each partner was asked to consider how many new-to-broadband users could be referred to participating computer centers/labs—for example, students in ABE and ESOL classes, or volunteer tutoring programs, or on waiting lists for college developmental studies programs, "one-stop" clients, library patrons, public housing residents. (Several brief questions added to intake forms about Internet use could help identify these new-to-broadband users.) They then were asked to estimate how many of those referrals were likely to show up at computer labs, and how many were likely to complete the two Learning Plans. They then examined their current paid and/or volunteer tutoring capacity against the estimated four hours required to assist new broadband users as they move through the Learning Plans. Insufficient numbers of paid/volunteer hours would reduce the number of broadband users a facility could serve. A similar calculation was performed relative to available broadband-connected computers in each center/lab, hours per week a computer center/lab is open and could be available to project

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participants with or without extra grant funds. The Learner Web software has the capacity to collect baseline data on participants in each computer center/lab. As part of intake, participants will be asked to fill out (or will work with a tutor to do so) at their first broadband session that asks their name, assigns a standard Learner Web user ID, records the date, and asks two questions: 1) I have used broadband (high-speed Internet) a) not at all, b) a few times only, c) at least once a month, d) at least once a month, e) at least once a day; and 2) At home I/we subscribe to broadband Internet a) yes, b) no. It is estimated that 15% of participants will become new home subscribers; this simple survey will allow the project to track the information.

43. Broadband Training Programs	
If you intend to provide training or education, how many people in total will your program(s) reach?	23538
How many hours of training do you expect to provide per person on average for each participant in your training program(s), through completion of training for that individual?	15
How many Full time employee (FTEs) instructors or facilitators will you employ for broadband and digital literacy training purposes?	23

44.   Describe their qualifications (training and experience):

The 23 positions ar across six sites and include full- and part-time program coordinators, computer lab instructors and assistants, volunteer recruiters and trainers, fiscal managers and clerical positions, based on the particular needs of the sites.

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

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

46. Broadband Awareness Programs	
If you are conducting an awareness campaign, how many people do you expect your campaign will reach in total per year?	200000

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

Central Texas: The Literacy Coalition of Central Texas will reach approximately 10,000 people through annual awareness campaigns, including targeted media outreach and distribution of promotional materials throughout all major health and human service providers in the region.
South Texas: South Texas College will partner with Workforce Solutions, the Valley Institute for Development and Advancement (VIDA), Motivation, Education, and Training (MET) and the Department of Assistive and Rehabilitative Services (DARS) to conduct a multifaceted marketing campaign to inform and recruit new-to-broadband users.
New Orleans will benefit from the coordination provided through Goodwill Industries' public relations and marketing department, which will use varied multimedia approaches that are aligned with all recruitment efforts for the targeted populations.
Minnesota will use PSAs and toll-free hotlines (the Minnesota Literacy Council maintains a Basic Skills Hotline which will be used to disseminate information about the LW Partnership). Other strategies will include promotional flyers, emails, and coordinated efforts with AVE office libraries, agencies assisting individuals on public assistance,
Richmond Public Library will take the lead on the broadband awareness campaign. The local television station and network of referral agencies are major promotional avenues, and the entire effort will be featured in a community kick-off event.
New York's existing 180 literacy programs, reaching in excess of 180,000 learners annually throughout the state will support broad awareness of the Learner Web Partnership. Electronic learning networks, including websites established by the Regional Adult Education Network in seven regions will also be used to publicize the initiative and invite participation.
Portland State University, as the applicant, will also assist in identifying appropriate awareness and promotional strategies to share with national partner sites. ProLiteracy Worldwide, as a

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national umbrella organization, will also ensure widespread general knowledge about the overall project and its progress.

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

The project will track the numbers of new-to-broadband users referred to various partner organizations. The National Leadership Team will also review and discuss awareness campaigns and promotional activities and their role in increasing broadband access and use among the targeted vulnerable adult populations.

J. Project Readiness

49.   Licenses and Regulatory Approvals

None are required.

50.   Organizational Readiness

Portland State University, as Oregon's largest and only urban institution of higher education, has the resources, expertise, and experience required to implement this multi-state BTOP-SBA initiative. Commitments have been secured from all the national partner sites, which also represent both breadth and depth of experience that will ensure timely and efficient implementation, evaluation, and potential replication of the LW Partnership model.

51.   Project Timeline and Challenges

LEARNING PLAN (LP) DEVELOPMENT STRAND Milestones, by quarter, over 30 months (October 1, 2010 to March 31, 2013):
Quarters 1: Create detailed content and scope and sequence for each plan (broadband users and tutors); LP Design Meeting #1 in St. Paul, MN to review/revise plans. LP Design Team attends National Leadership Team meeting #1 in Portland (Nov).
Quarter 2: Continue to develop and pilot-test Learning Plans in local communities using volunteer tutors (ProLiteracy match); revise/finalize Learning Plans based on partner review. LP Design Team attends National Leadership Team Meeting #2 (end of Q2) in Portland, to orient sites on digital literacy & broadband consumer education LPs. Translate LPs for new broadband users in Spanish.
Quarters 3-4: Develop/pilot career pathways LP.

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Quarter 5: LP Design Team attends National Leadership Team Meeting #3, in Portland, to obtain feedback, address problems/issues. Finalize career pathways LP.

IMPLEMENTATION PLAN:
Quarter 1: National Leadership Team meeting #1 in Portland for all sites, to provide orientation on project, including sub-recipient reporting requirements, standards.
Quarter 2: Month six: National Leadership Team meeting #2, prior to implementation of LW, to review/refine recruitment, training, and other procedures; discuss email survey of random sample of LW new-to-broadband users, to be administered periodically to measure sustained adoption.
Quarters 3-5: Implement LW operations in each partner site. Start collecting end-of-quarter LW data reports (e.g., # of new-to-broadband users by region, LP completion rates); review for trends; share at National Leadership Team Meeting #3 to review program, make needed program adjustments.
Quarters 6-10: Ongoing operations. Final National Leadership Team Meeting #4 in Portland, to plan strategies for sustaining LW activities, disseminating information about its results, and supporting potential expansion/replication to other communities, regions, and states

The LW Partnership recognizes the potential challenges of initiating a multi-state project of this scope, involving several sub-recipients and partnering community anchor organizations in each participating state, region, and city. The potential risk to timely implementation and completion of project milestones is lessened by the experience of the applicant organization and project director in managing other grant-funded initiatives of a similar size, involving multiple partners over several regions. Furthermore, several of the sub-recipient organizations are familiar with LW and also experienced in implementing and monitoring these types of initiatives.

52.   SPIN Number

K. Environmental Questionnaire

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

Yes

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Required equipment will include a database server and media server dedicated to the project and housed at Portland State University, the applicant. A total of 385 computers will be purchased by collaborating community anchor institutions and housed in labs in four of seven partner sites.

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

Yes

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

No

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

Yes

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

Yes

Portland State University will use its facilities to host four National Leadership Team meetings; the subrecipient partners in participating states, regions, and cities will use existing facilities including computer labs and facilities for training new broadband users and volunteers and staff.

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

No

Submitted Date: 3/15/2010 4:40:43 PM	**Easygrants ID: 6651**
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** PORTLAND STATE UNIVERSITY
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Stephen Reder

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

No

Submitted Date: 3/15/2010 4:40:43 PM	Easygrants ID: 6651
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** PORTLAND STATE UNIVERSITY
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Stephen Reder

Uploads

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

Upload Name	File Name	Uploaded By	Uploaded Date
Management Team Resumes and Organization Chart	Reder CV 0310.pdf	Reder, Stephen	03/15/2010
Historical Financial Statements	Auditreport.pdf	Reder, Stephen	03/15/2010
Community Anchor Institutions Detail	LW Community Anchor Information ALL SITES FINAL cc.xls	Reder, Stephen	03/15/2010
BTOP Certifications	Cert.pdf	Reder, Stephen	03/15/2010
Detailed Budget	BTOPDetailedBudgetPSU MASTER (2).xls	Reder, Stephen	03/14/2010
SF424 A Budget	424a.pdf	Reder, Stephen	03/15/2010
SF424 B Assurances - Non-Construction	Assurance.pdf	Reder, Stephen	03/15/2010
Supplemental Information	Willing letter for PSU proposal final -3-8-10.pdf	Reder, Stephen	03/15/2010

Submitted Date: 3/15/2010 4:40:43 PM	Easygrants ID: 6651
Funding Opportunity: Sustainable Broadband Adoption	**Applicant Organization:** PORTLAND STATE UNIVERSITY
Task: Submit Application - Sustainable Broadband Adoption	**Applicant Name:** Stephen Reder

VITAE

STEPHEN MARK REDER

March 2010

<u>Major Research Interests and Professional Expertise</u>

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

<u>Education</u>

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

<u>Employment</u>

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. l982 - 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 l969 - June l974
Instructor (adjunct)	Hunter College, City University of New York	Jan. 1971 - June 1971
Research Assistant	University of Michigan	June l970 - Aug. 1970
Research Assistant (part-time)	Stanford University	Sept. l968 - June l969

<center>Dissertation</center>

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

<center>Publications</center>

Edited Works

Reder, S., & Bynner, J. (Eds.) (2009) *Tracking adult literacy and numeracy skills: Findings from longitudinal research.* New York and London: Routledge.

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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.

Brillanceau, 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 Litertacy and Secondary School Reform Institute. Portland, OR.

Reder, S. (2004, July). *Bringing it home: Evolutuionary 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 Linguistcs, 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., Brillanceau, 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., Brillanceau, 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 Terachers 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 Postecondary 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, Phildadelphia, 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, l969-l974

Social Science Research Council Fellow, l971

B.A. With Great Distinction, Stanford University, l969

Phi Beta Kappa, Stanford University, l969

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

Purpose of Grants/Contracts	Funding Sources	Dates
Learner Web Development and National Demonstration	Institute of Museum and Library Services	10/07-09/10
Digital Divide	Department for Education and Skills (England)/University of London	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 Insitute 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)	08/97-07/07
	National Institute for Literacy	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 commun- ication & 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 Famuily 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 or Community Anchor Institutions that will be directly involved in or benefit from the pro project. Add rows as necessary. All community anchor institutions should be given a specified list. A Community Anchor Institution is considered a minority-serving institu post-secondary educational institution with enrollment of minority students exceedin total enrollment. The "Role" column only requires a word or two, or a short phrase, n explanation. A detailed explanation of the role of project partners and community an institutions should be provided in the essay portions of the application.

The data provided via this template will be subject to automated processing. Applic therefore required to provide this upload as an Excel file, and not to convert it to a F 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 - Ramnsey 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 tutots
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 Plaza, 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 turors
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 Alleghany 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 Indepenedent 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 Distrcit	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 Distrcit	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 Tommorw	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 opportunites 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 opportunites 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 opportunites 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 opportunites 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 opportunites 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 opportunites 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
Incarnate 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, recuit 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, recuit 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 providebroadband 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 opportunites 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 opportunites for adults

BTOP Public Computer Center and Sustainable Broadband
Detailed Budget

Please complete the Detailed Budget, breaking out individual line items under each categor
heading (add rows to each section as necessary to accomodate your line items). Please ens
line item total columns in the "General" and "Detail" sections are equal for each line item (a
with a yellow highlight indicates an inconsistency).   Also, you may utilize the provided space fo
additional notes , if desired (there is also a Budget Narrative question in the application in which yo
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, th
job/task responsibilities for the position, the annual salary, and the percent of time a perso
the position will spend working on the proposed BTOP project. For lines with more than on
position, the Quarters Employed field should represent number of quarters per person (*e.g*
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 p
filling this position will spend working on the proposed BTOP project, and the fringe rate ap
the position. For lines with more than one position, the Quarters Employed field should rep
number of quarters per person (*e.g.* for two employees each working for one year, Quarter
Employed should be 4 rather than 8).

Equipment: List all equipment units required for the project and provide program purpose. For ea
item, note the number of units and the unit cost. The multiple of these two factors will yiel
for that line item. For example, an Applicant planning to buy 100 laptops at $500/laptop wo
a total line item cost of $50,000. Again, although unit costs may include cents, once multipl
number of units, the result must be rounded to the nearest whole dollar. Clearly separate A
equipment and user equipment, as indicated in the detailed budget template. When provid
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 peopl
traveling. For each line item (e.g., trip), note the number of trips and the cost per trip. The r
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 shoul
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 co
Rather, the *total* trip cost should be derived from the number of trips *times* the justifiable c
trip.

Supplies: Separate supplies by item type, describing the program purpose or use. For each line iter
the number of units and the nit costs. The multiple of these two factors will yield the total f
line item. For example, an Applicant planning to buy 20 boxes of printer paper at $30/box v
have a total line item cost of $600. Again, although unit costs may include cents, once multi
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 ad ty
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 cons
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
briefly explain the calculation used to derive the indirect costs (including the indirect rate a
is included in the basis). If a negotiated indirect cost rate agreement exists and is being use
identify the cognizant agency.

The category subtotals for this Detailed Budget should correspond to the data provided in
424A, and both the SF-424 budget and this Detailed Budget should match the Federal Gran
Request and Total Match Amount provided on the Project Budget page of the application. F
review both budget uploads, the budget narrative in the application, and the Project Budge
for consistency before submitting the application. If you are a submitting a PCC project wit
424C instead of an SF-424A, the sections of this Detailed Budget will not align directly with
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 prio
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**					

		Federal Support	**Matching Support**	**Total**	**# of Positions**	**Salary**	**% Time Spent on Project**	**Quarters Employed**	**Fringe Rate**	**Total**
b. Fringe Benefits - Include salaries and fringe rate.	**Position**									
	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

		Federal Support	Matching Support	Total	#Units	Unit Cost	Total
	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

BUDGET INFORMATION - Non-Construction Programs

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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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:

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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,

David Harvey
President and CEO, ProLiteracy

Portland State University: Broadband Technology Opportunities Program (BTOP) Proposal

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	• Software training for staff • Learning Plan Design Team Meeting in St. Paul, MN • Create detailed scope and sequence
Month 2	• 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	• 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	• Build training LPs in Learner Web
Month 5	• End user testing of training LPs • Learning Plan Design Team Meeting in St. Paul • Revisions as needed
Month 6	• Submit training LPs to PSU ready for use in field • National Leadership Team meeting in Portland, OR
Month 13	• National Leadership Team meeting in Portland, OR • Obtain feedback from PSU about training LP usage
Month 15	• Submit revised training LP drafts to PSU ready for use in field
Month 28	• National Leadership Team meeting in Portland, OR

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.
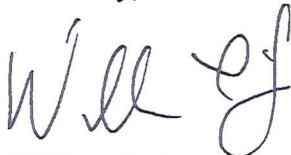
- Jefferson Parish Public School System's Even Start Family Literacy Program will provide a broadband computer lab for families and parents participating in their family literacy program.

- 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

3

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,

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 it 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.
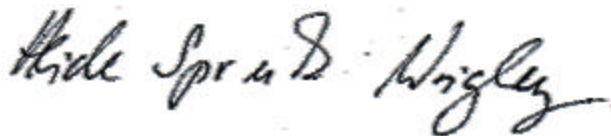
The Learner Web Partnership aligns with my work and research interests, which include adult literacy and learning strategies, particularly among English as a second language (ESL) speakers, low-income, and other populations; effective professional development and instructional design strategies; and 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,

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

*Sharing the power of learning
through education, community building and advocacy*

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 ill 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,

Eric Nesheim
Executive Director

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,

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 asses 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 l earners 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).

Department
of Education

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,

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/

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

Richmond

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

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innovations we will contribute to this project is the use of our Smart board technology to bring multiple sites together for joint training. Another innovations 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, myexperience 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,

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

ASTC

South Texas College

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March 12, 2010

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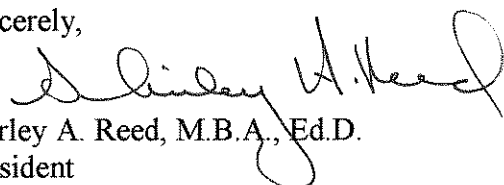P.O. Box 751
Portland, OR 97207

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