



BROADBANDUSA

CONNECTING AMERICA'S COMMUNITIES

Broadband Technology Opportunities Program

Draft

Public Computer Centers Paper Application

February 16, 2010

Version 1.0

National Telecommunications and Information Administration

**Broadband Technology Opportunities Program
1401 Constitution Avenue, NW
Washington, DC 20230**

* Notwithstanding any other provision of law, no person is required to respond to, nor shall any person be subject to a penalty for failure to comply with a collection of information subject to the Paperwork Reduction Act unless that collection displays a currently valid OMB Control Number.





1 Introduction

Pursuant to section X.N. of the Notice of Funds Availability (NOFA), an Applicant may seek a waiver of the electronic filing requirement set forth in section VI.E. of the NOFA and request that the National Telecommunications and Information Administration (NTIA) accept its application in another format (e.g., paper). As stated in section X.N., it is the general intent of NTIA not to waive any of the provisions set forth in the NOFA. However, under extraordinary circumstances and when it is in the best interest of the federal government, NTIA may grant relief. Thus, Applicants seeking a waiver of the electronic filing requirement must specifically set forth in writing the extraordinary circumstances they face, why they cannot file electronically, and why it is in the best interest of the federal government to grant relief. To the extent that an Applicant petitions for relief of the electronic filing requirement and intends to submit a paper application, the written waiver requests must be submitted along with the paper application by the deadline set forth below.

Waiver requests and accompanying paper applications must be **received** by NTIA no later than **5:00 p.m. EDT on March 15, 2010**. When seeking to apply in a paper format, the Applicant assumes all risk of not meeting this deadline. As stated in the Round 2 Grant Guidance, the submitted paper application must comply with all of the following guidelines. An applicant's failure to comply with the character limits, page limits, and formatting requirements as set forth in the application, or the failure to submit all required attachments may result in the applicant's waiver request not being considered.

The application must be typed, single-sided, single-spaced, on 8 ½" x 11" paper, excluding maps, diagrams, and charts. To the extent applicable, the font must be no less than 12 points with margins no less than one inch. Applicants must also submit a copy of their application on an appropriate electronic medium, such as a DVD, CD-ROM, or flash drive. Each submission must also be clearly labeled with the name of the Applicant, a description of each submission (e.g., Attachment M), and the electronic format used (e.g., Word 2007 or Adobe Acrobat 7.0). Please note that NTIA will not accept paper applications via facsimile machine transmission or via electronic mail.

Applicants filing in a paper format must submit an application signed by an authorized representative of the Applicant certifying that he or she is authorized to submit the application on behalf of the Applicant and that all of the contents of the application are true and correct to the best of his or her knowledge, information, and belief.

Waiver requests and paper applications must be mailed, shipped, or sent overnight express to:

**Broadband Technology Opportunities Program
National Telecommunications and Information Administration
U.S. Department of Commerce
1401 Constitution Avenue, NW
HCHB, Room 4887
Washington, DC 20230**

Or hand-delivered to:

**Broadband Technology Opportunities Program
National Telecommunications and Information Administration
U.S. Department of Commerce
1401 Constitution Avenue, NW**





BROADBANDUSA

CONNECTING AMERICA'S COMMUNITIES

OMB Control No.: 0660-0031*

Expiration Date: 07-31-2010

Made Possible by the Broadband Technology Opportunities Program

Funded by the American Recovery and Reinvestment Act of 2009

**HCHB, Room 1874
Washington, DC 20230**

Room 1874 is located at entrance #10 on 15th Street NW, between Pennsylvania and Constitution Avenues. United States Postal Service Priority Mail, First Class Mail, and Parcel Post packages delivered to the DOC are irradiated. Irradiation could result in damage to the contents, or delay the delivery of an application to the BTOP Office. Thus, Applicants are encouraged to consider the impact of these procedures in selecting their chosen method for application delivery.





2 Acknowledgement of Notices

Acknowledge

Before applying, applicants should fully read the Notice of Funds Availability ("NOFA") and Grant Guidance for Round 2 of BTOP funding. Among other things, applicants should be familiar with the following rules and requirements:

- If an applicant fails to submit a fully complete application, including all required supplemental materials, or fails to provide at a 20% cost share or request a waiver, the application will not be reviewed or considered for an award.
- Applicants must commit to substantially completing their project within two years after the issuance of the grant, and to finishing the project within three years.
- Applicants must successfully demonstrate that the project could not be implemented without federal grant assistance.
- Applicants may receive funding only for costs established in the NOFA as eligible costs for the appropriate project category.
- Applicants receiving awards will be subject to quarterly federal reporting requirements and other post-award regulations as specified in the NOFA.
- Applicants that are not exempt from taxation should consult with their tax advisors regarding the potential tax consequences of BTOP grants. For an example of the analysis that the Internal Revenue Service may apply to BTOP grants, please see www.irs.gov/pub/irs-drop/n-03-18.pdf. Federal taxes are not an eligible cost under Federal grant programs such as BTOP.
- In advance of accepting a BTOP award from NTIA, Applicants should review the Department of Commerce's grant award document, the CD-450 "Financial Assistance Award." Applicants should also familiarize themselves with the Department of Commerce's standard terms and conditions for grants. See "Financial Assistance Standard terms and Conditions."
- **IMPORTANT NOTICE:** Some of the elements in this application will be made publicly accessible through the application database available at www.broadbandusa.gov per Section VI. D. of the NOFA. As stated in the NOFA, those elements of the application that will be publicly displayed are: 1) the identity of the applicant and general applicant and project information; 2) an executive summary of the project; and 3) the federal grant request and cost match. Thus, NTIA will make the following information in the application publicly available: 1) the name and location of the applicant organization; 2) the name, phone number, and email address of the primary point of contact; 3) the project title and description; 4) the executive summary; 5) the total federal grant request and total match amount; and 6) the states in which the project will provide service.

Please place an X below to acknowledge that you have read the above notices as well as the applicable rules in the NOFA governing this program.





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I Acknowledge the above statement.





1 Contact Information

Contact Information	
Provide the name and contact information of person to be contacted on matters involving this application. ALL INFORMATION ON THIS PAGE WILL BE MADE PUBLICLY AVAILABLE.	
Prefix:	
First Name:	
Middle Name:	
Last Name:	
Suffix:	
Title:	
Telephone:	Extension:
Fax Number:	
Email:	
Other (Specify):	





2 Additional Contacts

Other Grant Project Contact Information		
Enter the contact information for each additional point of contact.		
Prefix:		
First Name:		
Middle Name:		
Last Name:		
Suffix:		
Title:		
Project Role:		
Secondary POC		
Other Contact		
Telephone Number:		Extension:
Email (Business):		





3 Organization Information

Organization Information	
Please enter the DUNS Number for the organization applying for this grant.	
DUNS Number:	
CCR:	
CAGE Number:	
Legal Business Name:	
Point of Contact (POC):	
Alternate POC:	
Electronic Business POC:	
Alternate Electronic Business POC:	

Additional Organization Information
Please enter the following information.
Type of Organization: Please select the appropriate classification for your organization from the choices indicated below. (Note: If there are multiple sponsoring organizations, designate the lead applicant that would enter into a grant agreement with the Agency and assumes operational and financial responsibility should an award be made).
<input type="checkbox"/> State or State Agency <input type="checkbox"/> County Government <input type="checkbox"/> City or Township Government <input type="checkbox"/> District of Columbia <input type="checkbox"/> US Territory <input type="checkbox"/> Indian Tribe <input type="checkbox"/> Non-profit Corporation <input type="checkbox"/> Non-profit Foundation





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- Non-profit Institution
- Non-profit Association
- Cooperative or Mutual
- Native Hawaiian Organization
- For-profit Entity
- Other

Is the organization a small business?

- Yes
- No

Does the organization meet the definition of a socially and economically disadvantaged small business concern?

- Yes
- No





4 Authorization

Authorization	
Please indicate the Applicant's Authorized Organization Representative.	
First Name:	
Last Name:	
Email:	





5 Project Information

Project Title
Provide a title for the project that is descriptive and illustrates the purpose of the project.
Urbana-Champaign Big Broadband (UC2B) Public Computer Centers
Project Description
Provide a few short sentences to describe the project. Because this brief description of the project will appear on publicly accessible Web sites, the Applicant should ensure that it describes the project fairly and in the light the Applicant wants the public to see its proposal. This response is limited to 400 characters.
UC2B and partner agencies that serve vulnerable populations have come together expand and/or renovate 8 public computer centers that serve vulnerable populations, along with Wi-Fi access points to serve 60,000 additional users each year. The project will also create two new multi-purpose facilities in existing structures to provide new public computer facilities in underserved areas.

Other Applications
Is this application being submitted in coordination with any other application being submitted during this round of funding, or with an application that received an award in the previous round of funding? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If YES, the Applicant has submitted, or plans to submit, any other related applications for BTOP funds in this round of funding, please indicate the Easygrants ID and Project Title for those applications.





Easygrants ID: 4477 (Infrastructure)
<p>There are three linked submissions from the Urbana-Champaign Big Broadband (UC2B) Consortium. They inform and enable each other and provide an integrated solution for the Identified Service Area.</p> <p>Project Title: BTOP CCI: Urbana-Champaign Big Broadband - UC2B Fiber & Wi-Fi Infrastructure (Easy Grants #4477)</p> <p>BTOP Sustainable Broadband Adoption: Urbana-Champaign Big Broadband (UC2B) – Sustainable Broadband Adoption (no Easy Grants number yet)</p>
<p>If YES, please explain any synergies and/or dependencies between this project and any other applications. Describe how the projects are related, and detail any synergies created by the projects. Also the Applicant should note any dependencies this application may have on other applications and explain what contingency plans, if any, you have in the event the other project does not receive an award. This response is limited to 3,000 characters.</p>
<p>The CCI submission connects Anchor Institutions via fiber-optics, and Wi-Fi expands the reach of those institutions to vulnerable populations. The PCC submission leverages and coordinates efforts already in progress in Champaign-Urbana, as well as creating two new facilities in underserved areas of the cities. The SBA proposal will be the engine to continue the momentum of the PCC projects. To continue the automotive metaphor, the PCC provides up-to-date vehicles for public use, and the SBA develops skills so that more people can get in the driver's seat and stay there to uplift the cultures and economies of the region.</p> <p>The PCC and SBA proposals are dependent on the infrastructure proposal providing broadband to anchor institutions with a Wi-Fi overlay. The Round 1 Infrastructure proposal has been in due diligence for a month and there has been no announcement of an award made yet. Thus we are resubmitting the Infrastructure for Round 2.</p>

Individual Background Screening
<p>Is the Applicant exempt from the Department of Commerce requirements regarding individual background screening in connection with any award resulting from this Application? (Select One)</p> <p><input checked="" type="checkbox"/> Yes, Applicant is exempt because it is an accredited college or university.</p> <p><input type="checkbox"/> Yes, Applicant is exempt because it is a unit of a state or local government.</p>





Yes, Applicant is exempt because it is an Economic Development District (EDD) designated by the Department of Commerce Economic Development Administration, has an EDD designation pending, or is a council of governments.

No, Applicant is subject to these requirements.

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

Name:

Title:

Employer:

Essay Question: Executive Summary, Project Purpose, and Benefits

Executive Summary of the Proposed Project: Please provide an Executive Summary of the proposed Project. The Executive Summary should be a brief description of the Project, and may address the following topics:

- a. A statement of the problem or need your project addresses with regard to improving broadband service adoption rates.
- b. Your overall approach to addressing the need.
- c. Area(s) to be served; population of the target area(s), including demographic information; and the estimated number of potential users of your public computer center(s).
- d. Qualifications of the applicant that demonstrate the ability to implement the project and achieve its intended results.
- e. Jobs to be saved or created.
- f. Overall cost of the proposed project.

This response is limited to 9,000 characters.

The underserved population of Urbana-Champaign needs an address, as one prominent local leader recently said: a real address *and* a virtual address. Urbana-Champaign has an acute gap in digital literacy. With a population of 113,000, we are home to the University of Illinois (UIUC), the nation's second largest research university (in research dollars). UIUC developed the first graphical Web browser, NCSA Mosaic, the LED, and people in our #1-ranked computer science program invented YouTube, PayPal, and more. UIUC is now building the world's fastest supercomputer, Blue Waters.

But our community has the widest digital divide in Illinois and perhaps the nation. Within less than a mile of the university, people do not have access to broadband, to computer workstations, or to the basic digital literacy now critical for jobs and education. We have the fifth largest population below the poverty line in Illinois, and our public schools have 60% of children federally eligible for free or reduced lunch. We know that roughly 2,000 children in our schools do not have access to a computer at home, and that broadband adoption is below 40% in our target neighborhoods.





UC2B--a consortium of the University of Illinois and the Cities of Champaign and Urbana--and partner agencies that serve vulnerable populations have come together to address this digital divide in intertwined Public Computer Center and Sustainable Broadband Adoption proposals. We aim to provide that address for all of our residents. Our partners include the cities of Urbana and Champaign, Parkland College, Champaign Public Library, The Urbana Free Library, and the University of Illinois Graduate School of Library and Information Science (GSLIS), home to the Community Informatics Initiative (CII). CII was preceded by the Prairienet community network project (founded in 1993) that received a TOP grant in 1997 to support free dial-up Internet. Building on that history, GSLIS has continued public engagement via information technologies since 2000 with the Community Networking Initiative. Our public libraries have served over 110,000 computer users in the last 6 months and successfully operate existing public computing centers. Parkland College has a public computer and workforce development training center and an effective program that has already given thousands of people job training in IT skills, resume support, and more. Other partners include the Champaign and Urbana Public Schools, the Urbana-Champaign Independent Media Center, and a group of community centers, churches, and outreach organizations that specifically serve vulnerable populations.

Our approach to meeting the needs of our vulnerable populations is three-pronged:

1. easy access to, and outreach for, workforce development training, spearheaded by Parkland Community College
2. small business incubation in underserved areas through technology training and programs in entrepreneurship and marketplace literacy
3. a comprehensive community approach to broadband access, engagement and sustainable adoption through a) easily accessible public computer access points, most of which are for specific vulnerable populations (e.g., unemployed, low-income, youth, low literacy, disabled), and b) fully integrated services and programs such as K-12 education and healthcare.

Our Public Computing Center proposal includes:

- Expanding and renovating a network of 10 public computer centers to provide access, training and business development, in the communities that need it most. The centers include 3 libraries, 1 workforce development center, a media center, and not-for-profit agencies that serve vulnerable populations. Up to 200 additional workstations and laptops along with Wi-Fi access points to serve 60,000 additional users per year is planned.
- Delivering training to 4,000 people in IT-related job skills such as word processing and computer repair, providing resume support, and delivering workforce development to re-train unemployed and underemployed populations.
- Sustaining this effort after the term of the grant through the commitments of the partners (Parkland College and Public Libraries) to continue operating and upgrading these public computer centers on an ongoing basis.

Our Sustainable Broadband Adoption proposal includes:





- Employing teachers, lab assistants and “cybernavigators” to provide outreach and training within the vulnerable populations of the community, delivering a digital literacy training curriculum that, for example, helps bring churches online with digital video, introduces families to email and social networking to stay connected between generations—making broadband a part of people’s lives through informal training that mirrors the way we ourselves learned to use email, smartphones, and Facebook by learning through family, friends and community and adopting these as part of our lives.
- Expanding our successful “Lighted Schoolhouse” model to 2 additional elementary schools to support family resource centers where adults can get online to check their children’s homework and grades and coordinate with teachers.
- Involving teens in social networking and multimedia productions using a mobile trailer
- Supporting the local Don Moyer’s Boys and Girls Club in-house programming
- Extending the University’s small business incubator services to small, minority-owned and disadvantaged businesses, and providing training on getting their business online, e-commerce, and common business software from Office to financial management (e.g., Quickbooks).
- Addressing not only job “know-how” but “know-why,” or aspirations to success, that promote flexibility and commitment in jobs creation
- Creating and translating materials into Spanish and working with our partners to reach vulnerable populations.
- In total creating 5000 on-going broadband subscribers, including residents and small businesses.
- Sustaining this outreach and training after the grant by adopting a “train-the-trainer” model where each group of cybernavigators helps train and orient the next group, and being a cybernavigator is a career path leading in a number of promising directions for further professional development.

Through these PCC and SBA projects we will create or save 50 direct jobs in construction and in staff delivering these programs, and we expect to create 80 indirect jobs through small business support. We have identified a 40% local/state match for this funding, in addition to leveraging other existing federal grant support, such as \$30,000 from a National Science Foundation grant to Parkland for computer training. We look forward to receiving funding and initiating this project which will greatly expand our local capacity to bridge our digital divide by providing broadband access, fluency and skill to vulnerable populations.

Project Purpose: Describe the purpose of the project and how it supports the statutory objectives of the BTOP program (refer to Grant Guidance). Please include information to support your assumptions relative to the following:

- Project addresses compelling problem or presents an opportunity consistent with the BTOP statutory goals;





- Project offers an effective solution to that problem or addresses the opportunity;
- Proposed solution demonstrates broad significance and includes developments that can be replicated to improve future projects;
- Whether the proposed funded service area is in an unserved or underserved area; and
- The extent to which the project addresses more than one statutory purpose.

This response is limited to 6,000 characters.

A. Problem significance: overcoming broadband inequality in a public university technopole.

The significant problem we are addressing is persistent, deepening digital inequality in a particular type of North American community that is found in all 50 states around our public institutions of higher education. There are 1,700 such communities, where (as in Champaign-Urbana) some people are using, and even creating, the world's most powerful hardware and software. Others are using a mouse for the first time. The University of Illinois has been a world center for creative innovation in computing, from PLATO (1960), the first public computer system, to Blue Waters (2011), which will be the most powerful supercomputer in the world when it comes online for open scientific research.

But off campus, many residents of C-U (and other similar higher-education-hub communities) are facing a computer screen, keyboard, and mouse for the first time, because all applications for the jobs, housing, and social services they need have migrated online. C-U has the same social dislocations and proportion of marginalized people as any other city in this period of economic crisis. Getting online is mandatory to apply for jobs (at Google or McDonalds), education, housing, and social services. While some in C-U are integrated into the big-broadband-connected world (through televisits with family in China or ongoing collaborations with German researchers, for example), as a community, we are far behind high-speed-internet societies in Asia and Europe.

B. Effective solution: building a unified network of existing/planned public computer centers in high need areas, bringing them to a technology standard including big broadband, and providing local IT support.

The most advanced public computer center in town, with 72 applications available on each machine, users empowered to download more, and constant education and reinforcement in new uses of big broadband, is a lab exclusively for U of I computer science majors. Meanwhile at community computer centers, tight budgets and short staffs often limit instruction and support to browsing and word processing, without even the games that teach newbies mouse skills or keyboarding. UC2B Public Computer Centers's solution has three parts:

1. organizing 10 existing or planned public computer centers (all serving underserved areas and vulnerable populations, some with only five computers, some with 30) into a unified network for sharing best practices and collaborating;
2. bringing their technology to a standard, including big broadband; and
3. providing IT support to the 10 centers as well as extending mobile support and training to 23 other targeted access sites

This dovetails with the UC2B Sustainable Broadband Adoption proposal, which aims at:





4. workforce development & training

5. small business development and training – using public computing capacities to help local residents and institutions create big broadband content for incubation and innovative marketing

6. home and community access through wireless overlay

Taken together, these activities will move local residents and institutions to big-broadband-based living and working and result in higher levels of big broadband access and use.

C. Replicable solution: The UC2B solution relies on a strategy available to the 1700 communities nationwide which have public institutions of higher education. That solution is to link on-campus resources and technology approaches with local community leaders in order to level the local broadband playing field. Part of making this solution replicable is embedded in the UC2B proposal, namely, sharing our successes and educating other cities and towns as we go. Some partners, such as the Community Informatics Initiative, have a history of this kind of sustainability (community engagement and participatory research).

D. Advancing job creation along with four of five BTOP statutory purposes.

The UC2B Public Computer Center and Sustainable Broadband Adoption proposals create or save 130 jobs and advance 4 of the 5 statutory purposes of BTOP:

1. Increasing broadband takeup in underserved areas (currently evidencing <40% broadband takeup).

2. Increasing broadband awareness and access and providing broadband training, equipment, and support to anchor institutions and vulnerable populations. Many public computer centers are located in underserved areas (which are the lowest-income neighborhoods in Champaign-Urbana); others serve vulnerable populations. The lab assistants and 3 FTE cybernavigators will work in these 10 centers, in neighborhoods, and with community anchor institutions in 12 sectors: education, libraries, public safety, women, employment, homeless, disabled, health, churches, community centers, media/culture, and seniors.

3. Expanding broadband for public safety agencies: One center is the Youth Detention Center serving 500 youth per year. Another serves ex-offenders at a homeless shelter.

4. Stimulating broadband demand and adoption: As local residents and institutions are supported in big broadband innovation based on cultural production, digitization of their own materials, and entrepreneurship, their lives will move online. Sustained big broadband demand will result.

E. Reinforcing other BTOP program objectives (Infrastructure and Sustainability).

The 10 public computer centers, the 80 UC2B workers, and the locally oriented digitization, cultural production, and entrepreneurship will mobilize vulnerable populations, anchor and grassroots organizations, and residents of underserved areas to new ways of living and working with big broadband. This will generate demand for the infrastructure and provide the basis for the sustainability mentioned above.





[Empty response box]

Recovery Act and Other Governmental Collaboration: Describe how the project will leverage Recovery Act objectives or other federal or state development programs. Please identify the programs themselves and the dollar value of those programs. In addition, specify how collaboration can lead to greater project efficiencies. **This response is limited to 3,000 characters.**

Three examples explain the diverse local government commitment to the UC2B infrastructure project, which is integral to the entire UC2B proposal.

1. The Champaign-Urbana Mass Transit District operates an award-winning bus system. They want access to fiber connections in order to deliver wifi access and bus arrival times to off-campus bus shelters just as they already do at on-campus bus stops.
2. The Urbana-Champaign Sanitary District operates two main waste treatment plants and seven pumping stations. They want big broadband to synchronize the pumping stations better with the treatment plants. This application gives an entirely new meaning to the term “critical institution.”
3. METCAD handles the county’s 911 calls and dispatches first responders. It becomes a public safety concern whenever their interagency and first responders radio system fails. They want UC2B’s fiber to provide a backup system for their lifesaving radio towers.





Technology Strategy: Please describe the overall technology plan that you intend to deploy in your program. If appropriate, please include the primary types of network equipment and technology you plan to use, as well as how you will ensure a reliable, secure, and user-friendly system for the public users of your broadband access facilities. **This response is limited to 6,000 characters.**

The overarching technology strategy for UC2B is to be comprehensive, holistic, and deeply engaged with vulnerable residents and the organizations serving them, with an emphasis on building local capacity and integrating existing assets. This means that underserved areas and vulnerable populations will have:

1. technology that is stable and supported in their immediate environment;
2. the best specific tools and practices for the appropriate use of technology to support local economic and workforce development, health, education, and public safety for music/media, access (teleconferencing), and digitization available at geographically and culturally central locations;
3. information, education, tech support, and user support from a corps of trained and computer-savvy people who are rooted in the local culture of the sectors they represent (education, libraries, women, employment, homeless, disabled, health, public safety, churches, community centers, media/culture and seniors); and
4. grounded in the past, present and future creativity of big broadband adopters, especially people in underserved areas and vulnerable populations themselves.

More specifically on the equipment, peripherals and software tools themselves, UC2B will rely on the following guidelines: [these guidelines may change with Parkland's recent connection to MezoLink]

1. Our strategy with equipment and peripherals includes enabling a comprehensive range of text and multimedia uses and operating systems, stable over more than several years. A computer starts to become obsolete once it is shipped from the manufacturer; this strategy is to combat that by investing in more computing power than typical packages offer.
2. Maintenance will rely on face-to-face reimaging as needed, supplemented by extended warranties and collaboration with local staff at the public computer centers. Anything else is not possible given the multiple LANs the centers run on, and face to face facilitates sharing news and ideas, solving problems, and building community.
3. File storage for individuals will be minimized because of the confusion and cost it can generate, but external hard drives of all sizes will be encouraged and flash drives provided at cost. This will save a great deal of time and money, not only by saving filespace but also by minimizing authentication requirements and file archiving tasks.
4. Printing will be limited and, again, flashdrives will be plentiful. Printing has to be guided by local policies at each public computer center. In many instances, flash drives are actually an alternative to printing, and an





opportunity for storage space but also big broadband outreach when branded with the UC2B logo.

5. UC2B community webspace traffic will be managed by combining UC2B resources with widely accepted commercial resources. For instance, the UC2B web server will serve the community listservs, podcasts, audio quicktime streams, blogs, static pages, and images, while people who wish to post video will be directed to Google Video, YouTube, and other such services, especially linked with UC2B "channels" at these sites.

These technology strategies and policies, and the updates that will be needed, will be part of UC2B staff training and evaluation. They will also be inserted into the curriculum and support offered to underserved areas and vulnerable populations through the entire network of public computer centers.

Public Availability: Will your facility be available to all members of the general public, or a specific population only? Please explain. If you charge membership dues or other fees for the population you are proposing to serve, please explain how these charges are consistent with the public interest.

This response is limited to 3,000 characters.

The UC2B network of public computer centers across the underserved areas of the two cities will offer near-open availability of big-broadband-connected hardware and software. This is because it is a network that includes general access centers and advanced training facilities, as well as more limited access centers serving a specific vulnerable population. None of the public computer centers charge specifically for use of computers or broadband.

General comprehensive access: We will have direct participation from all three public library locations: the Champaign Public Library, Champaign's Douglass Branch Library, and the Urbana Free Library. In addition there will be three major community centers generally open to all members of the community: the Columbia Tech Center, the East Urbana Tech Center, and the Independent Media Center.

Limited public access: Some public computing opportunities are limited access to specific groups. This access is suited to the vulnerable populations they serve. The Developmental Services Center serves only disabled people of all types. The Don Moyer's Boys and Girls Club is open only to youth. The two women's centers are safe houses for women in distress and their children. The Youth Detention Center public computers are only for residents, the same for senior housing. The homeless facilities are open to the public, but are primarily used by residents of these respective facilities.





[Empty response box]

Restrictions on Center Use: If the use of your center(s) is restricted to certain purposes, please identify those and explain the reasons for the restrictions. **This response is limited to 1,500 characters.**

The main use restrictions of the UC2B public computing network will be specific to the rules of each host institution. Within the UC2B network all labs require the usual department in public spaces, but in every case privacy and freedom of use is also an important standard. In every case the viewing of pornography is discouraged, but no lab practices active surveillance unless someone in the area complains or there is danger that adult content will be exposed to children.

Involvement of Community Colleges: Please describe any involvement of a community college in this application. In particular, if the project will create a public computer center in a community college, please discuss whether this will deliver substantive benefits to the community college's core mission. **This response is limited to 1,500 characters.**

Parkland College is central to the UC2B PCC and SBA proposals. By partnering with others in the Champaign-Urbana community to assist in providing technology training at numerous Public Computer Centers in the community's most underserved areas, Parkland is assuming the responsibility for the majority of teaching and tech support. The training and assistance Parkland will provide is based on successful training models currently used at Parkland's PCC on Mattis Ave. The training will engage participants at multiple levels, from the very basic understanding of computer components and functionality to more advanced topics in design and programming.

Parkland helps people adopt broadband into their lives, their jobs, and their family connections, in a way that is meaningful and sustainable. This grant will allow us to increase our existing staff of instructors and lab assistants, who will deliver this training in at least 10 locations in Urbana-Champaign. This added capacity will allow us to serve a population of 10,000 people (unduplicated), both adults and youth from our targeted





neighborhoods and vulnerable populations.

Additional Questions
<p>Is the Applicant seeking a waiver of the Buy American provision pursuant to section X.Q. of the NOFA?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If YES is selected, you are required to submit additional documentation.</p>
<p>Is the Applicant delinquent on any federal debt?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If YES, provide your justification for delinquency. This response is limited to 1,500 characters.</p>
<p>[Insert Text Here]</p>
<p>Are you seeking a waiver of any requirement set forth in the NOFA that is not mandated by statute or applicable law?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If YES is selected, you are required to submit additional documentation.</p>





6 Partners

Partners
Please indicate the following information.
<p>Are you partnering with any other key institutions, organizations, or other entities for this project?</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If YES, a letter of commitment from all key partner(s) will be required. Attach all letters of commitment to the end of the Application. Please make sure that each letter of commitment is labeled clearly.</p> <p>If YES, the Applicant must fill in the requested following information for each of its key partner(s) on the following pages.</p>
<p>Please provide a description of the involvement of the partners listed above in the project. If applicable, describe the roles of the project partners, including any contributions to funding, planning, implementing, managing, or operating the proposed network. Please clarify any potential benefits that the partners will receive from the project (e.g., free or discounted access to dark fiber). Also discuss the project's general approach to involving local communities in the project area. You will be asked to provide letters of commitment or support from key partners in the attachments section. This response is limited to 6,000 characters.</p>
<p>The Urbana-Champaign Big Broadband (UC2B) Consortium is itself a collaboration of three public entities (the University of Illinois at Urbana-Champaign, the City of Urbana and the City of Champaign) that have approved an Intergovernmental Agreement to form the Consortium. The Consortium will manage the ongoing operations of the UC2B network with one of the three founding organizations always functioning as the lead agency. For the purposes of the BTOP grants, the lead agency is the University. Other key partners include Parkland College, the Champaign Public Library, the Urbana Free Library, the Independent Media Center, free and low-cost health clinics, U-C public schools, the Orpheum Children's Science Museum, the Don Moyer's Boys and Girls Club, the Urbana Neighborhood Connections Center, Salem Baptist Church, Muslim American Center, and Champaign County Housing Authority locations.</p> <p>Parkland College's district has a population of roughly 243,184 people and covers a significant geographic area including parts of 12 counties (Champaign, Douglas, Piatt, Ford, McLean, Livingston, Iroquois, Vermilion, Edgar, DeWitt, Coles, and Moultrie). While Parkland College's services and programs extend to all individuals within District 505, the PCC services concentrate on the areas of greatest need within Champaign-Urbana and the surrounding area where underserved populations have very little access to computer technology.</p>





BROADBANDUSA

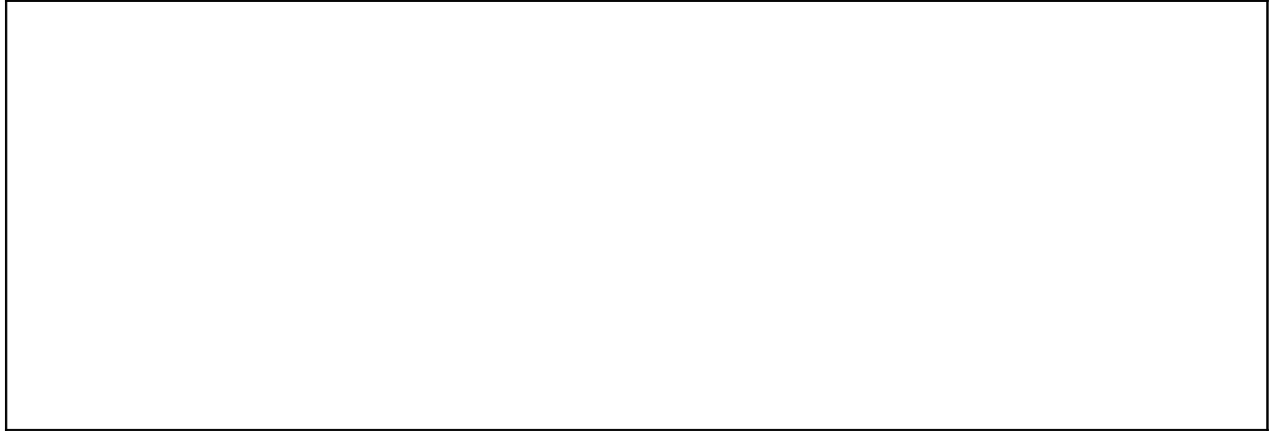
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Partners

The Applicant must provide information on each partner, including contact information.

Prefix: **BROADBANDUSA** Expiration Date: 07-31-2010

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First Name: _____

Middle Name: _____

Last Name: _____

Suffix: _____

Title: _____

Organization: _____

Project Role:

- Contractor
 Sub-recipient
 Third party in-kind contributor
 Other

Address 1: _____

Address 2: _____

Address 3: _____

City: _____

State/Province: _____

Zip/Postal Code: _____

Region: _____

Country: _____

*Phone (Business): _____

Extension: _____

E-mail (Business): _____

Organization:

- State or State Agency
 County Government
 City or Township Government
 District of Columbia
 US Territory
 Indian Tribe
 Non-profit Corporation
 Non-profit Foundation
 Non-profit Institution
 Non-profit Association
 Cooperative or Mutual
 Native Hawaiian Organization





BROADBANDUSA

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7 Congressional Districts

Congressional Districts
<p>The Applicant is required to provide the Congressional District of the location of its headquarters. Next, the Applicant should list the appropriate states of the Project Service Areas by indicating the state name. The Applicant should also indicate the relevant Congressional District(s) in which the project will provide service. Additional guidance on Congressional Districts may be found at http://www.nationalatlas.gov/printable/congress.html with maps of each Congressional District.</p>
<p>Illinois 15</p> <p>Applicant Headquarters:</p> <p>Project Service State(s):</p> <p>Project Service Area(s) Congressional District(s):</p> <p>Will any portion of your proposed project serve federally recognized tribal entities? Please answer Yes or No.</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>If YES, indicate each federally recognized tribal entity your proposed project would serve. Please refer to the list of Tribal Entities in Section 18: Additional Information, of this application to determine the name of each federally recognized tribal entity your proposed project would serve. Please indicate which state the tribal entity is located in.</p> <p>Tribal Entity:</p> <p>State:</p> <p>Have you consulted with each of the federally recognized tribal entities listed above?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>





8 Demographics

Demographics	
Please indicate the following information.	
Will your proposed project be specifically directed to serve vulnerable population groups?	
<input checked="" type="checkbox"/> Yes	
<input type="checkbox"/> No	
If YES, then which vulnerable population groups will your proposed project serve? Check as many as apply:	
<input checked="" type="checkbox"/> Hispanic	
<input checked="" type="checkbox"/> Black/African-American	
<input type="checkbox"/> Asian	
<input type="checkbox"/> Native American or Native Alaskan	
<input type="checkbox"/> Native Hawaiian or Pacific Islander	
<input type="checkbox"/> English as Second Language (ESL)	
<input type="checkbox"/> Disabled	
<input checked="" type="checkbox"/> Low Income	
<input checked="" type="checkbox"/> Unemployed	
<input type="checkbox"/> Senior Citizen (55 and over)	
<input checked="" type="checkbox"/> Youth	
<input type="checkbox"/> Other	If Other, please explain:
Vulnerable Populations	
Vulnerable Populations: Please describe the specific affirmative steps that your program will take to engage and serve each specified vulnerable population checked on the "Demographics" page. This response is limited to 3,000 characters.	
This answer is still incomplete:	
<u>Low-Income</u>	
Unemployment and poverty are correlated, as stressed by the Heartland Alliance Mid-America Institute on Poverty. Further, quality and equitable education is a foundation for economic mobility. As the Heartland Alliance report, <i>Poverty Elimination Strategies that Work</i> , indicates, addressing poverty "will require significant investments and partnerships."	
http://www.heartlandalliance.org/research/data/champaigncounty07.pdf UC2B, together with Parkland	





College and other key partners, proposes to address low-income populations by supporting workforce development for adults, and access to excellent education for youth and their families, strengthened by parent engagement via PCCs. By 2008, one in five Champaign County residents lived below the federal poverty level, according to 2008 Census Bureau estimates. 32,601 people live below the poverty line, a poverty rate of 18.8%. What's more, the number of county residents living in extreme poverty--those who make less than half of the federal poverty line--increased 40 percent between 2005 and 2008, according to Census Bureau estimates. In 2005, slightly more than 15,200 Champaign County residents lived in extreme poverty. Extreme poverty, living on an annual income of less than half the poverty line, affects 17,420 people in Champaign County, according to the U.S. Census Bureau, an extreme poverty rate of 10.0%. Children are particularly vulnerable to poverty. 7,032 children live below the poverty line in Champaign County, a child poverty rate of 18.7%.

An additional 17.4%, are at risk of falling into poverty. These individuals, often called low income, have family incomes that fall between the official poverty line and twice the poverty line. This leaves them dangerously close to the edge, where just one event, such as an illness or job loss, can push them into poverty.

Sources: www.cucitizenaccess.org;

This data is derived from the U.S. Census Bureau's American Community Survey and from the 2000 Decennial Census. The American Community Survey recently released data on 2007 income and poverty, which is the most current data available, for geographies with populations over 65,000.

For more information on the American Community Survey, visit www.census.gov/acs/www/. Now, as the area deals with the effects of an economic recession, the demand for computer training continues to grow.

Unemployed

The unemployment rate in Champaign-Urbana for December 2009 was 8.5% for a total of 10,600 people unemployed. (From Bureau of Labor Statistics

http://www.bls.gov/eag/eag.il_champaign_msa.htm)

Parkland College has had strong success bridging the digital divide by using a semi-formal approach to its training curriculum. In the past year, Parkland has provided general support with email, online job applications and computer use to over 1,000 unemployed adults on a walk-in basis at the Workforce Development Center. After this initial informal support, we invite everyone to fill out a 1-page survey to assess their needs and we invite them to join a Beginner or Intermediate semi-formal class one or two nights a week at no cost. Students can take a proficiency exam to receive Parkland College credit for what they have learned in this semi-formal setting. After students regularly attend the class, we also help them consider whether to register for formal college classes in Computers/IT or another field, pursue a GED, or take advantage of other job training and workforce development resources.





Accessibility
Accessibility: Please describe the ways in which your center(s) will be accessible and welcoming to people with disabilities and which technologies will be used (<i>i.e.</i> , software, adaptive technologies). This response is limited to 3,000 characters.
<p>UC2B's open, accessible network philosophy includes accessibility for people with disabilities. We will work to make the full scope of information technology engagement available to all of our residents. Our team has expertise with every aspect of accessibility, from building computer technology center facilities that can be used by people with wheelchairs to providing helpdesk, software, and training services to enable people with vision, hearing, or motor impairments to use computers effectively. The University of Illinois was one of the first wheelchair-accessible campuses in the nation decades ago, and today is a national leader in accessible web and software technology. That commitment extends to UC2B.</p> <p>The mission of the Developmental Services Center in Champaign is to “enhance the lives of individuals with disabilities by providing services and supports which enable them to live, work, learn, and participate in their communities.” It serves 1,400 individuals each year in Champaign and Ford counties. Its public computer center is just part of its larger program, and it has special equipment—hardware and software—for their clientele. They specialize in the area of accessibility and will be able to advise UC2B regarding this special needs population.</p> <p>Most of the public computer centers have been involved at some stage in receiving public funding and have been required to meet standards for handicapped accessibility. In general we will have no center in the network that is not accessible to the disabled.</p> <p>While the buildings are accessible, over time we will have to make sure that other aspects of the public computer spaces can be fully useable as well. For people in wheelchairs we will have to make sure that they can get access, and that the tables or desks do not prevent them from getting as close as they need to for computing. If there are residents and users of the labs who have other special needs we will have to work with their specific PCC in order to work out a reasonable solution.</p>





Other Languages
Question on Other Languages: Please describe the multilingual training and outreach being offered and which languages it will be in. This response is limited to 3,000 characters.
<p>One of the cybernavigators will specifically work with the Hispanic population, both as an outreach worker and coordinator of Spanish-language materials. MORE</p>
Outreach
Outreach: Please describe your outreach strategy to ensure usage of services and equipment provided in your program proposal, and why you have chosen this strategy. This response is limited to 3,000 characters.
<p>Business and industry in the Champaign-Urbana area demand above-average computer competency and/or IT skills for their workforce. At the same time, more individuals are investigating technology as an alternative to the traditional job placement opportunities for individuals looking to make a fresh start. Parkland College has responded to these trends by assisting individuals in the community seeking or requiring services, training, and job placement.</p> <p>The programs offered at Parkland College's PCC positively impact the community by providing services to numerous individuals each year. The PCC further empowers our community by allowing individuals to quickly strengthen their technical skills to be able to compete in today's technical society. With assistance from Parkland's Department of Adult Education we provide GED training for adjudicated youth, out-of-school youth, and ex-offenders, to allow them timely alternatives to low-wage jobs or community service work. Additionally, we target individuals who are currently employed in low-wage jobs who want to improve their skills to achieve higher paying positions.</p> <p>The PCC on Mattis is located near Parkland's main campus and lies on a major bus route that provides easy access for participants at multiple locations around the community including middle schools, high schools, and the University of Illinois campus.</p> <p>Our marketing strategy focuses on attracting individuals who qualify as residents of low-income communities and need access to computers, basic computer skills, GED preparation, after-school literacy programming, and training for job-related computer tasks. Marketing communication and promotional efforts include public</p>





Workstation Software: Please describe the type of software that you intend to provide on each workstation. **This response is limited to 1,500 characters.**

Keyboarding Pro 4 software will help students develop fundamental skills in the use of a computer keyboard.
MS Office Suite

Digital media applications, including but not limited to Dreamweaver, Game Maker, Flash, and AfterEffects.

Training and Education Programs: Please describe your primary training and educational programs, including curricula, student certification programs, and number of instructors and their qualifications. Explain how these programs respond to the needs within your community, and detail any lessons learned from prior experience. **This response is limited to 6,000 characters.**

need to address number of instructors and their qualifications

Individuals from the community have the option to receive either general support or structured training at participating PCCs. **General Support** – This support is provided to any individual who requires assistance with general computer/technology issues such as sending emails, filling out job applications, or registering for online for services.

Those participants who are interested in receiving structured training (beyond general support) at a PCC are separated into three cohorts based upon their familiarity and skill with computers and general technology (basic, intermediate, and advanced). Participants will be assigned into groups of 10-17 students to enroll in a one-year technology training program implemented by using a range of instruction approaches, appropriate to the population being served, at each of the three skill levels.

- **Basic Level** – Participants who have very little knowledge of computers and technology and simply need a core curriculum in order to bring them up to speed with “everyday” technological functions.

- The introductory cohort has core training classes over 16 weeks including keyboarding, MS Office applications, knowledge of the Internet, DigitalMedia topics, and





PC maintenance at casual user level.

- **Intermediate Level** – Participants who already have some skills but are interested in expanding their knowledge and learning more advanced, or new, skills. Individuals who successfully complete the core curriculum would be included in this category.

- For those students completing the core training classes, or students entering with intermediate skills, special topics are offered in multiple IT tracks: hardware/A+ certification, digital media/game design/animation or another specified field that fits within the PCC's capabilities. Additionally, we provide a combination of official lecture/lab sessions as well as demonstrations of certain technological topics through our guest speakers.

- **Advanced Level** – Participants who have already developed specific computer skills and are now looking to use these skills in a pragmatic fashion by entering the workforce or an institution of higher education. Participants who successfully complete training at the intermediate level would be included in this category.

- At the advanced level participants are provided further group training in specified fields of their choice which fit within the PCCs capabilities. The result of this training may lead to A+ certification, job-shadowing opportunities, or Parkland College credit through proficiency exams.

Classes will be instructor led as well as classroom delivered, and will include hands-on activities, individual and group projects, workbooks, online materials, and Internet-based projects. Some distance learning methods, including online workshops through ANGEL (Parkland's online course delivery system), are considered for participants who are not physically able to attend classes at PCC locations. Additionally, all participants who take part in organized training sessions may be eligible to receive free software through Microsoft's Academic Alliance program.

Our experience from past years indicates that there is a large underserved population in the Champaign-Urbana area which has a very limited understanding of computer technology (more than 50% of last year's participants were at this level) and thus demand the basic level of training. Therefore, our core instruction is the primary focus of our training efforts and will contain many introductory topics focused on bringing each group up to speed concerning the basics of computer technology. The planned result of this training is to provide a path for each participant to take once they have completed their training at a PCC. One path is to use the knowledge that has been gained through the training programs to apply for a job and enter the workforce. The other major pathway involves entering an institution of higher education, whether at Parkland or any other institution of their choice.

Training Materials:

All computer instruction and training utilizes curriculum, software, and/or textbooks developed and/or currently used by faculty of the Computer Science/Information Technology department at Parkland College. Participants receive instruction and training in the following areas:





- **Keyboarding - Textbook:** College Keyboarding Lessons 1-25 (Van Huss).

- **MS Office Applications** – Introduction to computer operation and software use, computer terminology, and hardware and software fundamentals; introduction to word processing, electronic spreadsheets, databases, Internet, and other practical applications. Students operate microcomputer and software packages.
 - Textbook: Go! With Microsoft Office 2007 Introductory, Third Edition by Gaskin, Ferrett, Vargass, McLellan (Pearson) and Technology In Action (custom edition for Parkland College).

- **Basic PC Maintenance/Operating Systems** – Maran Illustrated Windows XP Operating Systems Introduction to microcomputer operating systems, file management, disk organization, memory resource management, system configuration, and disk maintenance. Objectives include preparing students for some of the topics in CompTIA A+ certification exam.
 - Textbooks: Illustrated Windows XP and Vista (Maran), Maran Illustrated MS Windows XP 101 Hot Tips (Maran),

- **Emerging Technology:** New pc form factor, wireless tech, cloud computing, display technology, fiber, 3d optical drives, and nano-technology.

- **Digital Media Applications** – Students will develop skills in one or more digital media applications, including but not limited to, CSS coding, HTML, Dreamweaver, Game Maker, Flash, and AfterEffects.

- **A+ Certification practice and drilling** – This will prepare students for the CompTIA A+ Certification exam. A+ Certification offers a competitive advantage when applying for entry-level employment in computer support. Students who pass the A+ Certification exam are also eligible to earn 6 hours of Parkland College credit (CIS 137, CSC 133).

- **Information Technology (IT) Job-Shadow** – Successful completers of advanced curriculum may participate in a 40-hour, IT-related job-shadow experience with a local business or organization which has partnered with Parkland through this grant.

- **Proficiency Exams** – Qualified students will have the option to take proficiency exams that could result in up to 8 hours of Parkland College credit (PCC 130, 132, and CIS 101, 137).





BROADBANDUSA

CONNECTING AMERICA'S COMMUNITIES

OMB Control No.: 0660-0031*

Expiration Date: 07-31-2010

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Question: If you are providing educational or training programs, how many people in total will these programs reach on an annual basis?	
Question: How many hours of training will be provided to each participant?	Variable depending on participant, generally from 12 hours to 100 hours.
Question: How many Full Time Employee (FTE) instructors or facilitators will you employ for these courses?	5





9 Project Budget

Project Budget	
Please complete estimated funding information for the project according to the following categories:	
a. Federal Grant Request \$	\$1,261,796
b. Total Match Amount \$	\$859,639
c. Total Budget \$	\$2,121,435
Match Percent %	40.52%
<p>Projects Outside the Recommended Funding Range: If this total project budget is above or below the project size range recommended in the NOFA (\$500,000-\$15 million), please provide a reasoned explanation for this variance from the recommended range. This response is limited to 1,500 characters.</p>	
[Insert Text Here]	





Sustainability: Explain how your project will enable your centers to sustain themselves, providing ongoing services and maintaining community support beyond the scope of this grant. **This response is limited to 3,000 characters.**

UC2B's PCC proposal is intertwined with our SBA proposal. Both rely on strategies such as training the trainers, creating a pipeline for those least skilled to gain competencies, access, and confidence. By hiring local people who have already been promoting community building, we believe that these committed individuals will continue to find ways to continue their work after the stimulus money is gone. By strengthening their social and business networks over the next three years, these bonds will support these efforts in new ways, through start-up businesses and increased connectivity beyond U-C.

The UC2B partners will be using this grant to add community capacity that will be sustained on an on-going basis beyond the funding period. All 21 Public Computing Centers funded by this project will continue operating after the 3-year term of the grant. We have planned for on-going periodic replacement and upgrades of workstations as well as day-to-day maintenance and operations.

Of the 21 locations, 10 will be operated after the grant by Parkland College. Parkland has committed to including these lab locations in their operational budget and keeping them open to the public as part of the Parkland College lab system. Three additional labs are located in public libraries. The libraries already operate extensive labs with hundreds of thousands of users annually. The libraries will continue to operate with the expanded capacity enabled by renovations and expansions as part of this grant.

The remaining 8 PCC locations are in public schools, churches, and non-profit organizations who have the organizational capacity to continue operating the public computing centers.

The sustainability of the training curriculum is also key to ensuring the long-term availability of broadband access and education. Our semi-formal training approach allows graduates of the training to become lab and teaching assistants for subsequent waves of students. At Parkland College, students have a public service requirement which students can meet by serving as lab monitors and assistants in labs targeted for vulnerable populations.

Three years is a short period of time to make meaningful change. That's why this proposal targets resources to build sustainable capacity in our community. The public computer center institutions and resources that this grant allows us to build will be in place as long as there is a digital divide in our region.

Outside Leverage





Applicant is providing matching funds of at least 20% towards the total eligible project costs.

Yes

No, applying for a waiver

If NO is selected, you are required to submit additional documentation.

Describing Matching Contributions: Please provide a detailed account of all matching costs for this project. For cash matches, provide: a) the name of the party providing the match, b) the funding amount (and percentage of the total budget it represents), c) the type of funding (e.g., grant match, equity, debt, internal, other), d) the use of the funding, and e) any key financing terms and conditions. For in-kind matches, provide: a) the name of the party providing the match, b) the match value (and percentage of the total budget it represents), c) the nature of the in-kind contribution, d) an explanation of how the contribution qualifies as an eligible cost under BTOP eligible cost rules, and e) if the contributor is not the Applicant, a description of any benefits the contributor will derive from the project (e.g., free or discounted access to the network). **This response is limited to 6,000 characters.**

In Kind: UFL Volunteers \$9741 (not yet included in budget; \$15/hr for 12hrs/wk); Parkland volunteers

Cash Match: proposal development (Irish, Bievenue, Adams, and Parkland staff, percentage of salaries);

Hip Hop Trailer (OVCPE funds) \$15K

FabLab on campus (provost funds) \$50K percentage?

DCEO Digital Divide Grant, Parkland, Percentage/amount?

DCEO Digital Divide Grant, Prairienet, \$15,572

Champaign Public Library Capital Fund \$100K

Don Moyer's Boys and Girls Club: \$10,000 feasibility study

State funds?

Unjust Enrichment: Please state whether this project is receiving or if you have applied for any federal support for non-recurring costs in the area for which you are seeking an award. If so, please state how much and from which federal program. **This response is limited to 3,000 characters.**

We are not receiving nor have we requested any federal support for nonrecurring costs associated with any of the UC2B proposals.





[Empty text box for project description]

Disclosure of Federal and/or State Funding Sources: Please disclose the source and amount of other federal or state funding received or requested for activities or projects to which this project relates. Please specify all Universal Service Fund (USF) funding delineated by specific program. **This response is limited to 3,000 characters.**

\$50 million of the 2009 Illinois Capital Bill has been reserved for grants to help with stimulus-funded broadband project match dollars. The UC2B proposal hopes to receive state funds, applied to bondable expenditures.

Budget Narrative

Budget Narrative: Please provide a narrative that explains the project budget (as proposed on SF-424 A and/or SF-424 C) and spending plan (timeline) in sufficient detail for reviewers to determine whether the expenditures are necessary and appropriate to the solution you are proposing. **This response is limited to 3,000 characters.**

Personnel

PCC

Following the proposal development and upon receipt of funding, Sharon Irish, who is on staff at the University of Illinois, will serve as liaison between the UI and the UC2B PCC project for three years. A quarter-time graduate assistant will provide project support for the first year, paid by local matching funds of \$4400. Lisa Bievenue's salary has been matched for the purposes of proposal development.

Most of the personnel in the PCC-SBA proposals are integrated within already operating organizations or centers, itemized below. Fringe benefits, when provided, are calculated according to agreed-upon formulas.

Participant Costs \$2500 over the three-year grant period will cover costs for PCC workshops with





community participants.

Materials and Supplies/Equipment \$10,000 over three years will cover office supplies for the project and PCCs. At Columbia Center and a community center in east Urbana, two new PCCs in targeted areas, the grant will fund recording studio software (\$18,980) for two workstations, one at each site. Further \$82,914 of equipment (\$71,742 federal request/\$11,172 local match) for two recording studios—one at each site—will be provided by the grant. At the three co-located free health clinics, \$10,000 will provide accessible workstations. (PCC)

Subawards

Urbana Free Library (PCC) The grant will provide \$42,000 of funding for 30 laptops and software at Urbana Free Library.

Champaign Public Library and Champaign Douglass Branch Library (PCC) The grant will provide \$152,528 in federal funds for computer equipment and furniture (laptops, carts, printers.) Four part-time library technical assistants will staff expanded computer facilities. Two staff will be based at the main library and two at Douglass Branch (18 hours/week at \$18.89/hour for total of \$70,728; no fringe benefits.)

The Champaign Public Library has \$100,000 in a capital fund to match an expansion of Douglass Branch Library. Another \$50,000 from the state of Illinois is requested to complete this renovation: construction and design services, electrical work, removal of a wall and a single-user restroom.

Parkland **NEW TOTAL: \$1,039,140** (\$346,380 per year) PCC

Within Parkland College's subaward the *personnel* will be: a full-time director of education who will be paid \$60,000 per year and oversee the training delivered at ten (10) PCCs. This director will provide support, training, mentoring, curriculum delivery, train the trainer, curriculum development, and management. A part-time assistant education director will be paid \$25,000 and provide support, training, mentoring, curriculum delivery, train the trainer, curriculum development, and management to eight (8) sites. A part-time secretary will maintain an office and paper work for all 18 sites for \$30,000 per year. Part-time teachers (variable number) will be paid \$20/hour for 60 hours of teaching per week at all levels of the curriculum, offered at various PCCs. **(\$62,400)** Lab assistants (variable number) will cover 106 hours of help per week at sites for \$10/hour, assisting with first tier of curriculum and helping with transition into the higher tiers. **(\$55,120)**

121 *desktop PCs* will be purchased for 10 sites for a total of \$72,600, along with software licenses for \$7,260. *Equipment* for the two centers that have no infrastructure will cost \$4,000. *Technology support* will be provided by Mezolink, Inc., through Parkland, to all 18 sites for \$30,000 per year.

Wireless Contract (**currently in for \$150K; \$100K local**) PCC

Per location we place outside wireless:

10 single floor normal sized locations **\$45,000, of which \$35,000 bondable** and requested from the state, with remaining funds provided by a local match.





Columbia Center Renovation (PCC)

The Columbia PC Center is a former school that the Champaign School District wants to repurpose as a community technology center. \$150,000 in state matching funds is requested to add to \$50,000 in local matching funds to renovate 2000 square feet of this facility. These funds would cover design and engineering services, construction management, electrical work, installation of new walls, sound-proofing and interior finishes.

East Urbana Community Center Renovation (PCC)

The East Urbana Community Center would provide a cyberlounge for youth and families. \$190,000 in state matching funds is requested to add to \$100,000 in local matching funds to renovate 2000 square feet of this facility. These funds would cover design and engineering services, construction management, electrical work, installation of new walls, sound-proofing furnishings and interior finishes.

Other Printing costs for publicity and communication will cost \$7500 over three years for the PCC portion of the grant. Tuition remission for one year for one part-time graduate student will cost \$2464, paid by local matching funds, for the PCC portion.

Budget Reasonableness: Concisely and convincingly explain why the unit price and total number of units required for this project are reasonable to deliver your proposed services in the designated proposed funded service areas. Provide any relevant data and summaries of your analysis (*e.g.*, industry benchmarks around units required per institutions served, etc.). **This response is limited to 3,000 characters.**

[Insert Text Here]





Demonstration of Need: Provide documentation that the project would not have been implemented during the grant period without federal grant assistance. This documentation may consist of, but is not limited to, such items as a denial of funding from a public or private lending institution, denial of a funding request from a foundation or other organization, or a current fiscal year budget that shows the lack of available revenue option for funding the project. **This response is limited to 3,000 characters.**

[Insert Text Here]

Funds to States/Territories

Please provide a breakdown of the federal funding request for each state or territory included in the proposed project service area. The total across all states and territories should equal the total federal grant request.

STATE	Funds
All Illinois	

TOTAL \$





10 Historical Financials

Historical Financials			
Applicants are required to identify Historical Financials for 2007, 2008, and 2009 for the following categories:			
	2007	2008	2009
Revenues			
Expenditures			
Net Assets			
Change in Net Assets from Prior Year			
Bond Rating (if applicable)			





11 PCC Summary

PCC Summary	
Jobs	
Please provide estimates of the number of job-years created by this program. Refer to the Council of Economic Advisor's guide to job creation estimates http://www.whitehouse.gov/administration/eop/cea/Estimate-of-job-creation for definitions and background. You may deviate from the guidance for job creation estimates provided therein if you have sound reason to believe that you can provide a more accurate estimate of job creation by another methodology.	
How many direct jobs-years will be created from this project?	25? (50 jobs created, but not all full-time)
How many indirect jobs will be created from this project?	80
How many jobs will be induced from this project?	
Methodology: Describe the methodology used to estimate jobs. This response is limited to 1,500 characters.	
[Insert Text Here]	





Public Computer Centers Capacity	
List the number of public computing centers in each of the appropriate categories to complete a total number of proposed public computing centers.	
Proposed Number of Public Computer Centers	
Schools (K-12)	4
Libraries	3
Medical and Healthcare Providers	2
Public Safety Entities	1
Community Colleges	1
Public Housing	1
Other Institutions of Higher Education	0
Other Community Support Organization	14
Other Government Facilities	1 (CPD Bresnan Center)
Total Proposed Public Computer Centers:	10 public training sites; about 17 targeted access sites
Current # of Persons in Service Area:	Champaign Co: 193,636 (Champaign 75,254; Urbana 38,725)
Minority Serving Institutions	
Minority Serving Institutions	
Historically Black Colleges and Universities	
Tribal Colleges and Universities	
Alaska Native Serving Institutions	
Hispanic Serving Institutions	
Native Hawaiian Serving Institutions	
Total Minority Serving Institutions:	0





Weekly Usage Summary	
In each question, identify the amount of current and proposed persons to be served. If the Applicant does not have an answer for a particular category, enter "0" in the box.	
Weekly Usage Summary	
Total Current # of Persons Served per 120-hour Business Week	
Total Proposed # of Persons Served per 120-hour Business Week	
Total Current # of Persons Served per 48-hour Weekend	
Total Proposed # of Persons Served per 48-hour Weekend	
Outreach Initiatives	
In each question, identify the amount of current and proposed persons to be served. If the Applicant does not have an answer for a particular category, enter "0" in the box.	
Weekly Usage Summary	
Total Current # of Persons Served per 120-hour Business Week	
Total Proposed # of Persons Served per 120-hour Business Week	
Total Current # of Persons Served per 48-hour Weekend	
Total Proposed # of Persons Served per 48-hour Weekend	
Broadband Workstation Summary	
Identify the total number of current workstations, and the average broadband speed for the public computing centers included in the grant application. The Applicant should also identify, to the extent practical, the expected changes in the number of workstations and facility broadband speed that would occur if the Applicant's proposal receives funding.	





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Broadband Workstation Summary	
Number of Current Workstations proposed to be upgraded	
Total Current # of Broadband Workstations	
Total Proposed # of Broadband Workstations	
Average Current Facility Broadband Connection Speed	Mbps
Average Proposed Facility Broadband Connection Speed	Mbps





12 Project Readiness

Project Readiness
Applicants are REQUIRED to answer the following questions.
Licenses and Regulatory Approvals: If applicable, please list any local, state or federal licenses and regulatory approvals required to complete the project, and indicate the status of each. This response is limited to 1,500 characters.
Construction permits, licenses and/or leases for wireless
Organizational Readiness: Please describe key factors that demonstrate your organization will be prepared to implement, operate, and sustain your project using federal funds. Include past experience in managing projects of comparable size and complexity. This response is limited to 3,000 characters.
<p>Urbana, Parkland and CII track records</p> <p>Parkland College has been delivering computer literacy training for XX years. The lead agency for the Urbana-Champaign Big Broadband (UC2B) Consortium will be the University of Illinois at Urbana-Champaign. The Community Informatics program at the University of Illinois Graduate School of Library and Information Science has existed in some version since 1994, when faculty founded Prairienet and carried out other work detailed elsewhere in this application. This experience is supplemented by a strong local tradition of autonomous community technology/media initiatives. Champaign-Urbana Community Wireless Network is a world-renowned coalition of wireless developers and volunteers providing low-cost, do-it-yourself, community-controlled alternatives to contemporary broadband models. The Urbana Champaign Independent Media Center, one of the 12 public computer centers, operates a community radio station, performance space, media production and training facility, art gallery, and artist spaces.</p> <p>Readiness comes from the UC2B application being part of ongoing local activities. On-campus activity has united with a formal governmental process in the Broadband Access Committee, part of the two cities' Telecommunications Commission. Our community has highly skilled folks already working on this important historical transformation; they have joined forces to make UC2B hit the ground running.</p>





<p>Project Timeline and Challenges: Please provide a detailed implementation plan on a quarterly basis that shows the phases of the project and establishes key milestones. Include such activities as construction, staffing and hiring, resource development, staff training, equipment purchases, and installation. Also, include a description of key challenges or risks to the timely completion of the project, including any mitigation plans to address those risks. This response is limited to 3,000 characters.</p>
<p>September 2010: Grant Awarded</p> <p>Oct - Dec 2010:</p> <ul style="list-style-type: none">* PCC Stakeholder Committee and UC2B Policy Committee begin overseeing this project* Final construction/renovation specifications are prepared for bidding* First round of workstations and equipment purchases are made (for PCCs that don't require construction or fiber-optic Internet connectivity first) <p>Jan - Mar 2011:</p> <ul style="list-style-type: none">* Conduct hiring for additional lab monitors, assistants and instructors* Construction bids are awarded and vendors are contracted* Five PCCs open with the expanded hours and equipment <p>Apr - Jun 2011:</p> <ul style="list-style-type: none">* Second round of workstation and equipment purchases are made* Constructions is underway for PCC expansion* Conduct training for new PCC staff <p>Jul - Sept 2011:</p>





* UC2B below-ground fiber provides Internet to remaining 12 PCC locations

* Final round of workstations and equipment purchases are made

* Twenty PCCs are open with expanded hours and equipment

* Beginning level classes available at all adult training locations

* 100,000 additional users have been served in project's first 12 months

Oct - Dec 2011:

* Hiring for all locations is complete

* Construction is completed for PCC expansion

* All 22 PCCs are open at full proposed capacity

* First round of graduates complete beginning classes

Jan - Mar 2012:

* Stakeholder Committee and Policy Committee focus on outreach and marketing to vulnerable populations

* Beginning and Intermediate/Advanced classes available at all adult training locations

Apr - Jun 2012:

* First round of graduates from all adult training locations finish beginner and intermediate classes

Jul - Sept 2012:

* 200,000 additional users have been served in project's first 24 months

Oct - Dec 2012:

* Stakeholder Committee and Policy Committee focus on financial shift the the sustainable phase after grant funding

* Fall beginner and intermediate classes are held





<p>Jan - Mar 2013:</p> <p>*</p> <p>Apr - Jun 2013:</p> <p>* Spring beginner and intermediate classes are held</p> <p>Jul - Sept 2013:</p> <p>* 300,000 additional users have been served</p> <p>September 2013: Grant Ends</p>
<p>The following question is OPTIONAL for Applicants.</p>
<p>SPIN: If the Applicant and any proposed award sub-recipients have an FCC Universal Service Fund Service Provider Identification Number (SPIN), please provide the following information: Name of Entity and SPIN. This response is limited to 1,500 characters.</p>
<p>[Insert Text Here]</p>





13 Environmental Questionnaire

Environmental Questionnaire
Applicants are REQUIRED to answer the following questions.
Does this PCC application have construction or ground disturbing activities? If no, please answer the questions below. If yes, please do not answer the questions below and instead proceed to the next page to answer the expanded environmental questionnaire.
<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
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 include the list of equipment and peripherals to be procured.
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;">[Include the list of equipment and peripherals to be procured here]</div>
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?
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>





<p>[Insert whether the equipment be disposed of in an environmentally sound manner at the end of its useful life here]</p>
<p>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, please include a description of the proposed renovations with your project summary.</p>
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>[Include a description of the proposed renovations with your project summary here]</p>
<p>Does the proposed action involve the production and/or distribution of informational materials, brochures, or newsletter?</p>
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does the proposed action involve training, teaching, or meeting facilitation at an existing facility or structure? If yes, please explain.</p>





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Yes

No

Training, teaching and meetings will occur at all of the named PCCs.

Does the proposed action involve ground or surface disturbance to accommodate new fiber optic cable? 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.

Yes

No

See infrastructure submission

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?





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Yes

No

[Include a description of the extent of service upgrade, a list of the permits required, and linear fiber optic cabling required here]





14 Environmental Questionnaire Part Two

Environmental Questionnaire
The Environmental Questionnaire must be completed for all PCC projects that include construction or enhancements to existing buildings or related structures. Applicants please answer the following questions.
Project Description: Describe all project-related construction activities, including, but not limited to building construction related to installing prefabricated buildings; internal modifications, or equipment additions to buildings or other structures (e.g., relocating interior walls or adding computer facilities); the construction and installation of buried cable; or installation of telecommunications transmission facilities including construction of new monopole towers, satellite dishes. Complete descriptions and locations must be provided for each site affected by project-related construction activities. This response is limited to 1,500 characters.
[Insert Text Here]
Property Changes: Describe and indicate the amount of property to be cleared, excavated, fenced, or otherwise disturbed by the project. Describe the current land use and zoning for each project site affected by construction. Document whether the proposed project is located on public land owned or managed by the federal government. For information related to federal lands see the following website – http://www.geocommunicator.gov . This website provides cadastral survey and land management information and data from the National Integrated Land System specifically the distribution of the Public Land Survey System (PLSS), other survey-based data, and federal land boundaries. This response is limited to 1,500 characters.
[Insert Text Here]
Buildings: Describe buildings or other structures (i.e., transmission facilities), including dimensions, to be constructed or modified. For linear projects, state whether the project is to be located on or





<p>within previously disturbed public rights-of-way. This response is limited to 1,500 characters.</p>
<p>[Insert Text Here]</p>
<p>Wetlands: Describe and indicate whether wetlands are present on or near the project site(s) affected by construction (maps of wetlands may be obtained from the U.S. Fish and Wildlife Service's National Wetland Inventory website: http://www.fws.gov/wetlands/ or from soil maps obtained from the USDA, Natural Resource Conservation Service's website: http://websoilsurvey.nrcs.usda.gov/app/HomePage.htm). This response is limited to 1,500 characters.</p>
<p>[Insert Text Here]</p>
<p>Critical Habitats: Describe and indicate whether any project site(s) will directly or indirectly affect any threatened, endangered or candidate species or is within or near critical habitats. To document the analysis, applicants must provide species lists and appropriate specie accounts obtained from the U.S. Fish and Wildlife Service's website: http://ecos.fws.gov/tess_public/ for each county affected by construction of the project. This response is limited to 3,000 characters.</p>
<p>[Insert Text Here]</p>
<p>Floodplains: Describe whether or not any facility(ies) or site(s) is located within a 100 or 500-year floodplain. Information related to floodplains and National Flood Insurance Maps may be obtained</p>





from the Federal Emergency Management Agency's (FEMA) website:

<http://msc.fema.gov/webapp/wcs/stores/servlet/FemaWelcomeView?storeId=10001&catalogId=10001&langId=-1>.

If any project-related construction activities are within floodplains, a copy of the FEMA, "FIRMette" with construction activities depicted on the map must be included. For obtaining FIRMettes, review the tutorial provided by FEMA. **This response is limited to 1,500 characters.**

[Insert Text Here]

Protected Land: Describe any cultural resources, including historic properties, i.e., properties listed in or eligible for listing in the National Register of Historic Places, which are located in or within a one-mile radius of the project area and how they may be impacted by the project. Information related to historic properties can be obtained from the State Historic Preservation Office (SHPO) in your respective State - see the website of the National Conference of SHPO:

<http://www.ncshpo.org/find/index.htm>.

Applicants must indicate if any portion of the project is located on tribal lands, meaning lands within the exterior boundaries of any Indian reservation and all dependent Indian communities. Information regarding historic properties located on tribal lands may be obtained from the Tribal Historic Preservation Officer (THPO) or the tribe's official representative for historic preservation. If provided, applicants should provide any information gathered about historic properties on tribal lands, including any correspondence with an Indian tribe.

Applicants must gather information about the nature and location of historic properties from the SHPO. SHPOs should be asked the following questions:

1. Is the proposed project located on, within or adjacent to any properties listed in or eligible for listing in the National Register of Historic Places? Is the proposed project located on, within or adjacent to a National Historic Landmark? If the answer is yes, describe and indicate the geographic relationship between the project and property with maps.
2. Will the proposed project impact, use or alter a building or structure that was constructed more than 50 years ago? If so, describe the building/structure with a statement of its condition, including photographs, and document its age.
3. If provided, applicants should provide SHPO responses/information to these questions including any correspondence with the SHPO.

This response is limited to 1,500 characters.





[Insert Text Here]

Coastal Area: Determine whether or not the project is within the boundaries of a coastal zone management area (CZMA). For boundary related and contact information related to CZMA, see National Oceanic and Atmospheric Administration, Office of Ocean and Coastal Resource Management's website: <http://coastalmanagement.noaa.gov/consistency/welcome.html>. **This response is limited to 1,500 characters.**

[Insert Text Here]

Brownfield: Determine whether the project is located within a brownfield site. Per 42 U.S.C. 9601, the term "brownfield site" means real property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant. Maps and locations of sites, facilities and properties that have been contaminated by hazardous materials and are being, or have been, cleaned up under EPA's Superfund, RCRA and/or brownfields cleanup programs can be found at the following website: <http://iaspub.epa.gov/Cleanups/>. **This response is limited to 1,500 characters.**





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[Insert Text Here]





15 Attachments

Attachments
<p>Applicants can find all attachments at www.broadbandusa.gov. Clearly title each attachment when submitting a copy of your application on an appropriate electronic medium, such as a DVD, CD-ROM, or flash drive. The required attachments listed below must be submitted with the application. Note that while the Government and Key Partnerships and the Waiver attachments are not listed as required attachments, they are considered conditional rather than optional. For example, If the Applicant lists key partners in the application or is receiving matching contributions from a third party, it <i>must</i> provide documentation in the Government and Key Partnerships attachment. If the Applicant is requesting a waiver in the application, it <i>must</i> provide documentation in the Waivers attachment.</p> <p>Applicants are REQUIRED to complete the following attachments.</p> <ul style="list-style-type: none">▪ Management Team Resumes and Organization Chart▪ Historical Financial Statements▪ Public Center Detail▪ Detailed Budget▪ BTOP Certifications▪ SF 424 Budget (A or C)▪ SF 424 B and D Assurances <p>The following attachments are NOT REQUIRED for all applicants:</p> <ul style="list-style-type: none">▪ Government and Key Partnerships▪ Waivers▪ Supplemental Information





Management Team and Organization Chart

Provide the resumes of the senior management team and project team members significant to the project's success. Please identify their years of experience and relevant expertise with projects of similar size, scope, and complexity. Please identify specific prior (or current) projects, dates, and outcomes that showcase the management team's track record as relevant to executing the project. In addition, provide an organizational chart that details the structure of your organization, including any parent, subsidiary, affiliate, or partner organizations.

It is recommended that you provide these documents in PDF format when submitting a copy of your application on an appropriate electronic medium, such as a DVD, CD-ROM, or flash drive.

Government and Key Partnerships

Please submit documentation, such as letters of support or commitment, from each of the key partners in the project. At a minimum you should provide letters of commitment from each party contributing to the cost match or that will carry out some part of the project. The documentation should clearly describe the specific details of the partner's participation. For example, if the partner is providing part of the project's cost matching contribution, the documentation should state the exact amount and source of the cash contribution, or describe, in detail, the nature of the in-kind contribution (e.g., specific goods or services, including number of hours). If the partner is carrying out part of the project (beyond providing goods and services within normal business operations), the documentation should provide detail as to the specific responsibilities of the partner. If the partner is an Indian tribe or a socially and economically disadvantaged small business, as defined by Section 8(a) of the Small Business Act, 15 U.S.C. 637, the documentation should make note of this, and explain the basis for this claim.

It is recommended that you provide these documents in PDF format when submitting a copy of your application on an appropriate electronic medium, such as a DVD, CD-ROM, or flash drive.

Historical Financial Statements





Provide detailed organizational financial statements for the last two years. A standard annual Income Statement, Balance Sheet, and Cash Flows based on generally accepted accounting principles (GAAP) are preferable. If your organization cannot readily produce this data in a standard format, you should explain why not, and provide comparable data, such as your most recent IRS Form 990 or annual audit, that provides as detailed a picture as possible of your financial history for a minimum of one year prior to your submission of this application. If appropriate, you may include Notes on Financial Statements that explain costs and revenues by major categories, and you may make note of any abnormal or one-time charges, large liabilities or asset transactions, legal actions, or other financial events you feel require explanation. If key partners are involved in delivering programmatic benefits (e.g., operating a proposed broadband network), it is recommended that historical financial statements for the key partners be provided as well.

It is recommended that you provide these documents in PDF format when submitting a copy of your application on an appropriate electronic medium, such as a DVD, CD-ROM, or flash drive.

Public Computer Center Detail

Complete the Public Computer Center Details attachment. Add rows to the worksheet as necessary to accommodate all of the Public Computer Centers that will benefit from this project. All centers should be given a type from the specified list. A Community Anchor Institution is considered a minority-serving institution if it is a post-secondary educational institution with enrollment of minority students exceeding 50 percent of its total enrollment. Note that the calculated totals in bold will be needed to complete the PCC Capacity page of the application.

The data provided via this template will be subjected to automated processing. Applicants are therefore required to provide this attachment as an Excel file, and not to convert it to a PDF prior to submitting a copy of their application on an appropriate electronic medium, such as a DVD, CD-ROM, or flash drive.

Detailed Budget





Complete the Detailed Budget attachment, breaking out individual line items under each category heading (add rows to each section as necessary to accommodate your line items). Please ensure that line item total columns in the "General" and "Detail" section are equal for each line item (a cell with a yellow highlight indicates an inconsistency). Also, you may utilize the provided space for additional notes, if desired (there is also a Budget Narrative question in the application in which you will 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 the position, the job/task responsibilities for the position, the annual salary, and the percent of time a person filling the position will spend working on the proposed BTOP project. For lines with more than one position, the Quarters Employed field should represent number of quarters per person (e.g., for two employees each working for one year, Quarters Employed should be 4 rather than 8).
- **Fringe:** For each position, note the number of positions, the annual salary, the percent of time a person filling this position will spend working on the proposed BTOP project, and the fringe rate applied to the position. For lines with more than one position, the Quarters Employed field should represent number of quarters per person (e.g., for two employees each working for one year, Quarters Employed should be 4 rather than 8).
- **Equipment:** List all equipment units required for the project and provide program purpose. For each line item, note the number of units and the unit cost. The multiple of these two factors will yield the total for that line item. For example, an Applicant planning to buy 100 laptops at \$500/laptop would have a total line item cost of \$50,000. Again, although unit costs may include cents, once multiplied by the number of units, the result must be rounded to the nearest whole dollar. Clearly separate Applicant equipment and user equipment, as indicated in the detailed budget template. When providing the unit cost indicate whether the unit cost has been impacted by a discount and for software equipment list specific package names.
- **Travel:** For each trip list the program purpose of the trip, destination city and the number of people traveling. For each line item (e.g., trip), note the number of trips and the cost per trip. The multiple of these two factors will yield the total for that line item. For example, if the Applicant was accounting for 10 trips at \$25 per trip, the total cost would be \$250. The cost per trip should be justified on its own, *not* derived by dividing the line item total by the number of trips. Such a calculation will prompt further inquiry from the reviewers about justification for the trip cost. Rather, the *total* trip cost should be derived from the number of trips *times* the justifiable cost per trip.
- **Supplies:** Separate supplies by item type, describing the program purpose for use. For each line item, note the number of units and the unit costs. The multiple of these two factors will yield the total for that line item. For example, an Applicant planning to buy 20 boxes of printer paper at \$30/box would have a total line item of \$600. Again, although unit costs may include cents, once multiplied by the number of units, the result must be rounded to the nearest whole dollar.
- **Other:** Separate item types. For awareness program costs items, such as ads, separate ad types (TV, 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 of service and hourly rate, if applicable. For example, an Applicant planning to hire a technology consultant for 100 hours at a rate of \$40/hour would have a total line item cost of \$4,000.
- **Indirect:** Provide the indirect rate and basis used. In the space provided at the bottom of the page briefly explain the calculation used to derive the indirect costs (including the indirect rate and what is included in the basis). If a negotiated indirect rate agreement exists and is being used, please identify the cognizant agency.

The category subtotals for this Detailed Budget should correspond to the data provided in your SF-424A, and both the SF-424 budget and this Detailed Budget should match the Federal Grant Request and Total Match Amount provided in the Project Budget page of the application. Please review the budget attachments, the budget narrative in the application, and the Project Budget page for consistency before submitting the application. If you are submitting a PCC project with an SF-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 the appropriate cost categories.

The data provided via this template will be subject to automated processing. Applicants are therefore required to provide this attachment as an Excel file, and not convert it to a PDF prior to submitting a copy of their application on an appropriate electronic medium, such as a DVD, CD-ROM, or flash drive.

Waiver Request

Applicant must use the Waiver attachment for any waiver request, and must complete and submit a separate form for each waiver request sought.

BTOP Certification

Complete the BTOP Certification attachment.

SF 424 Budget (A or C)

Please complete either the SF-424A or SF-424C forms. Please refer to the instructions provided with each form. The SF-424A should be used unless the major purpose of your project is construction, in which case the SF-424C should be completed. Construction means the construction of new buildings, completion of shell space in existing buildings, renovation or rehabilitation of existing buildings, and construction or development of real property infrastructure improvements





(e.g., site preparation; utilities; streets; curbs; sidewalks; parking lots; and other streetscaping improvements, etc.). In contrast, alteration of facilities incidental to a non-construction purpose is not considered construction. For example, if the major purpose of an award is to allow a recipient to conduct digital literacy training courses, the renovation of a computer lab area would not be considered construction under this chapter.

SF 424 B and D Assurances

Please complete either the SF-424B or SF-424D forms. Please refer to the instructions provided with each form. The SF-424B should be used unless the major purpose of your project is construction, in which case the SF-424D should be completed. Construction means the construction of new buildings, completion of shell space in existing buildings, renovation or rehabilitation of existing buildings, and construction or development of real property infrastructure improvements (e.g., site preparation; utilities; streets; curbs; sidewalks; parking lots; and other streetscaping improvements, etc.). In contrast, alteration of facilities incidental to a non-construction purpose is not considered construction. For example, if the major purpose of an award is to allow a recipient to conduct digital literacy training courses, the renovation of a computer lab area would not be considered construction under this chapter.

Supplemental Information

Applicant may provide any supplemental information. It is recommended that Applicant provide such data in a PDF format when submitting a copy of their application on an appropriate electronic medium, such as a DVD, CD-ROM, or flash drive.





16 Additional Information

Applicants please use the following table to select the federally recognized tribe(s) your proposed project will serve.

Alabama
Poarch Band of Creek Indians of Alabama
Alaska
Agdaagux Tribe of King Cove
Akiachak Native Community
Akiak Native Community
Alatna Village
Algaaciq Native Village (St. Mary's)
Allakaket Village
Angoon Community Association
Anvik Village
Arctic Village (See Native Village of Venetie Government)
Asa'carsamiut Tribe
Atqasuk Village (Atkasook)
Beaver Village
Birch Creek Tribe
Central Council of the Tlingit & Haida Indian Tribes
Chalkyitsik Village
Cheesh-Na Tribe (formerly the Native Village of Chistochina)
Chevak Native Village
Chickaloon Native Village
Chignik Bay Tribal Council (formerly the Native Village of Chignik)
Chignik Lake Village
Chilkat Indian Village (Klukwan)
Chilkoot Indian Association (Haines)
Chinik Eskimo Community (Golovin)
Chuloonawick Native Village
Circle Native Community
Craig Community Association
Curyung Tribal Council
Douglas Indian Association
Egegik Village
Eklutna Native Village





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Ekwok Village
Emmonak Village
Evansville Village (aka Bettles Field)
Galena Village (aka Loudon Village)
Gulkana Village
Healy Lake Village
Holy Cross Village
Hoonah Indian Association
Hughes Village
Huslia Village
Hydaburg Cooperative Association
Igiugig Village
Inupiat Community of the Arctic Slope
Iqurmit Traditional Council
Ivanoff Bay Village
Kaguyak Village
Kaktovik Village (aka Barter Island)
Kasigluk Traditional Elders Council
Kenaitze Indian Tribe
Ketchikan Indian Corporation
King Island Native Community
King Salmon Tribe
Klawock Cooperative Association
Knik Tribe
Kokhanok Village
Koyukuk Native Village
Lesnoi Village (aka Woody Island)
Levelock Village
Lime Village
Manley Hot Springs Village
Manokotak Village
McGrath Native Village
Mentasta Traditional Council
Metlakatla Indian Community, Annette Island Reserve
Naknek Native Village
Native Village of Afognak
Native Village of Akhiok
Native Village of Akutan
Native Village of Aleknagik
Native Village of Ambler





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Native Village of Atka
Native Village of Barrow Inupiat Traditional Government
Native Village of Belkofski
Native Village of Brevig Mission
Native Village of Buckland
Native Village of Cantwell
Native Village of Chenega (aka Chanega)
Native Village of Chignik Lagoon
Native Village of Chitina
Native Village of Chuathbaluk (Russian Mission, Kuskokwim)
Native Village of Council
Native Village of Deering
Native Village of Diomedea (aka Inalik)
Native Village of Eagle
Native Village of Eek
Native Village of Ekuk
Native Village of Elim
Native Village of Eyak (Cordova)
Native Village of False Pass
Native Village of Fort Yukon
Native Village of Gakona
Native Village of Gambell
Native Village of Georgetown
Native Village of Goodnews Bay
Native Village of Hamilton
Native Village of Hooper Bay
Native Village of Kanatak
Native Village of Karluk
Native Village of Kiana
Native Village of Kipnuk
Native Village of Kivalina
Native Village of Kluti Kaah (aka Copper Center)
Native Village of Kobuk
Native Village of Kongiganak
Native Village of Kotzebue
Native Village of Koyuk
Native Village of Kwigillingok
Native Village of Kwinhagak (aka Quinhagak)
Native Village of Larsen Bay
Native Village of Marshall (aka Fortuna Ledge)





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Native Village of Mary's Igloo
Native Village of Mekoryuk
Native Village of Minto
Native Village of Nanwalek (aka English Bay)
Native Village of Napaimute
Native Village of Napakiak
Native Village of Napaskiak
Native Village of Nelson Lagoon
Native Village of Nightmute
Native Village of Nikolski
Native Village of Noatak
Native Village of Nuiqsut (aka Nooiksut)
Native Village of Nunam Iqua (formerly the Native Village of Sheldon's Point)
Native Village of Nunapitchuk
Native Village of Ouzinkie
Native Village of Paimiut
Native Village of Perryville
Native Village of Pilot Point
Native Village of Pitka's Point
Native Village of Point Hope
Native Village of Point Lay
Native Village of Port Graham
Native Village of Port Heiden
Native Village of Port Lions
Native Village of Ruby
Native Village of Saint Michael
Native Village of Savoonga
Native Village of Scammon Bay
Native Village of Selawik
Native Village of Shaktoolik
Native Village of Shishmaref
Native Village of Shungnak
Native Village of Stevens
Native Village of Tanacross
Native Village of Tanana
Native Village of Tatitlek
Native Village of Tazlina
Native Village of Teller
Native Village of Tetlin
Native Village of Tuntutuliak





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Native Village of Tununak
Native Village of Tyonek
Native Village of Unalakleet
Native Village of Unga
Native Village of Venetie Tribal Government (Arctic Village and Village of Venetie)
Native Village of Wales
Native Village of White Mountain
Nenana Native Association
New Koliganek Village Council
New Stuyahok Village
Newhalen Village
Newtok Village
Nikolai Village
Ninilchik Village
Nome Eskimo Community
Nondalton Village
Noorvik Native Community
Northway Village
Nulato Village
Nunakauyarmiut Tribe
Organized Village of Grayling (aka Holikachuk)
Organized Village of Kake
Organized Village of Kasaan
Organized Village of Kwethluk
Organized Village of Saxman
Orutsararmuit Native Village (aka Bethel)
Oscarville Traditional Village
Pauloff Harbor Village
Pedro Bay Village
Petersburg Indian Association
Pilot Station Traditional Village
Platinum Traditional Village
Portage Creek Village (aka Ohgsenakale)
Pribilof Islands Aleut Communities of St. Paul & St. George Islands
Qagan Tayagungin Tribe of Sand Point Village
Qawalangin Tribe of Unalaska
Rampart Village
Saint George Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
Saint Paul Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
Seldovia Village Tribe





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Shageluk Native Village
Sitka Tribe of Alaska
Skagway Village
South Naknek Village
Stebbins Community Association
Sun'aq Tribe of Kodiak (formerly the Shoonaq' Tribe of Kodiak)
Takotna Village
Telida Village
Traditional Village of Togiak
Tuluksak Native Community
Twin Hills Village
Ugashik Village
Umkumiute Native Village
Village of Alakanuk
Village of Anaktuvuk Pass
Village of Aniak
Village of Atmautluak
Village of Bill Moore's Slough
Village of Chefornak
Village of Clarks Point
Village of Crooked Creek
Village of Dot Lake
Village of Iliamna
Village of Kalskag
Village of Kaltag
Village of Kotlik
Village of Lower Kalskag
Village of Ohogamiut
Village of Old Harbor
Village of Red Devil
Village of Salamatoff
Village of Sleetmute
Village of Solomon
Village of Stony River
Village of Venetie (See Native Village of Venetie Tribal Government)
Village of Wainwright
Wrangell Cooperative Association
Yakutat Tlingit Tribe
Yupiit of Andreefski
Arizona





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Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona
Cocopah Tribe of Arizona
Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California
Fort McDowell Yavapai Nation, Arizona
Fort Mojave Indian Tribe of Arizona, California & Nevada
Gila River Indian Community of the Gila River Indian Reservation, Arizona
Havasupai Tribe of the Havasupai Reservation, Arizona
Hopi Tribe of Arizona
Hualapai Indian Tribe of the Hualapai Indian Reservation, Arizona
Kaibab Band of Paiute Indians of the Kaibab Indian Reservation, Arizona
Pascua Yaqui Tribe of Arizona
Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona
Salt River Pima-Maricopa Indian Community of the Salt River Reservation, Arizona
San Carlos Apache Tribe of the San Carlos Reservation, Arizona
San Juan Southern Paiute Tribe of Arizona
Tohono O'odham Nation of Arizona
Tonto Apache Tribe of Arizona
White Mountain Apache Tribe of the Fort Apache Reservation, Arizona
Yavapai-Apache Nation of the Camp Verde Indian Reservation, Arizona
Yavapai-Prescott Tribe of the Yavapai Reservation, Arizona
Zuni Tribe of the Zuni Reservation, New Mexico
Navajo Nation, Arizona, New Mexico & Utah
California
Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
Alturas Indian Rancheria, California
Augustine Band of Cahuilla Indians, California
Bear River Band of the Rohnerville Rancheria, California
Berry Creek Rancheria of Maidu Indians of California
Big Lagoon Rancheria, California
Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California
Big Sandy Rancheria of Mono Indians of California
Big Valley Band of Pomo Indians of the Big Valley Rancheria, California
Blue Lake Rancheria, California
Bridgeport Paiute Indian Colony of California
Buena Vista Rancheria of Me-Wuk Indians of California
Cabazon Band of Mission Indians, California
Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California
Cahto Indian Tribe of the Laytonville Rancheria, California
Cahuilla Band of Mission Indians of the Cahuilla Reservation, California





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California Valley Miwok Tribe, California
Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California
Capitan Grande Band of Diegueno Mission Indians of California: Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California Viejas (Baron Long) Group of Capitan Grande Band of Mission Indians of the Viejas Reservation, California
Cedarville Rancheria, California
Chemehuevi Indian Tribe of the Chemehuevi Reservation, California
Cher-Ae Heights Indian Community of the Trinidad Rancheria, California
Chicken Ranch Rancheria of Me-Wuk Indians of California
Cloverdale Rancheria of Pomo Indians of California
Cold Springs Rancheria of Mono Indians of California
Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California
Cortina Indian Rancheria of Wintun Indians of California
Coyote Valley Band of Pomo Indians of California
Death Valley Timbi-Sha Shoshone Band of California
Dry Creek Rancheria of Pomo Indians of California
Elem Indian Colony of Pomo Indians of the Sulphur Bank Rancheria, California
Elk Valley Rancheria, California
Enterprise Rancheria of Maidu Indians of California
Ewiiapaayp Band of Kumeyaay Indians, California
Federated Indians of Graton Rancheria, California
Fort Bidwell Indian Community of the Fort Bidwell Reservation of California
Fort Independence Indian Community of Paiute Indians of the Fort Independence Reservation, California
Greenville Rancheria of Maidu Indians of California
Grindstone Indian Rancheria of Wintun-Wailaki Indians of California
Guidville Rancheria of California Habematolel Pomo of Upper Lake, California
Hoop Valley Tribe, California
Hopland Band of Pomo Indians of the Hopland Rancheria, California
lipay Nation of Santa Ysabel, California (formerly the Santa Ysabel Band of Diegueno Mission Indians of the Santa Ysabel Reservation)
Inaja Band of Diegueno Mission Indians of the Inaja and Cosmit Reservation, California
lone Band of Miwok Indians of California
Jackson Rancheria of Me-Wuk Indians of California
Jamul Indian Village of California
Karuk Tribe of California
Kashia Band of Pomo Indians of the Stewarts Point Rancheria, California
La Jolla Band of Luiseno Mission Indians of the La Jolla Reservation, California
La Posta Band of Diegueno Mission Indians of the La Posta Indian Reservation, California
Los Coyotes Band of Cahuilla and Cupeno Indians, California (formerly the Los Coyotes Band of Cahuilla & Cupeno Indians of the Los Coyotes Reservation)





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Lower Lake Rancheria, California
Lytton Rancheria of California
Manchester Band of Pomo Indians of the Manchester-Point Arena Rancheria, California
Manzanita Band of Diegueno Mission Indians of the Manzanita Reservation, California
Mechoopda Indian Tribe of Chico Rancheria, California
Mesa Grande Band of Diegueno Mission Indians of the Mesa Grande Reservation, California
Middletown Rancheria of Pomo Indians of California
Mooretown Rancheria of Maidu Indians of California
Morongo Band of Mission Indians, California (formerly the Morongo Band of Cahuilla Mission Indians of the Morongo Reservation)
Northfork Rancheria of Mono Indians of California
Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California
Paiute-Shoshone Indians of the Lone Pine Community of the Lone Pine Reservation, California
Pala Band of Luiseno Mission Indians of the Pala Reservation, California
Paskenta Band of Nomlaki Indians of California
Pauma Band of Luiseno Mission Indians of the Pauma & Yuima Reservation, California
Pechanga Band of Luiseno Mission Indians of the Pechanga Reservation, California
Picayune Rancheria of Chukchansi Indians of California
Pinoleville Pomo Nation, California (formerly the Pinoleville Rancheria of Pomo Indians of California)
Pit River Tribe, California (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancherias)
Potter Valley Tribe, California
Quartz Valley Indian Community of the Quartz Valley Reservation of California
Ramona Band or Village of Cahuilla Mission Indians of California
Redding Rancheria, California
Redwood Valley Rancheria of Pomo Indians of California
Resighini Rancheria, California
Rincon Band of Luiseno Mission Indians of the Rincon Reservation, California
Robinson Rancheria of Pomo Indians of California
Round Valley Indian Tribes of the Round Valley Reservation, California
Rumsey Indian Rancheria of Wintun Indians of California
San Manuel Band of Mission Indians, California
San Pasqual Band of Diegueno Mission Indians of California
Santa Rosa Band of Cahuilla Indians, California (formerly the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)
Santa Rosa Indian Community of the Santa Rosa Rancheria, California
Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation, California
Scotts Valley Band of Pomo Indians of California
Sherwood Valley Rancheria of Pomo Indians of California
Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract), California





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Smith River Rancheria, California
Soboba Band of Luiseno Indians, California
Susanville Indian Rancheria, California
Sycuan Band of the Kumeyaay Nation
Table Mountain Rancheria of California
Torres Martinez Desert Cahuilla Indians, California (formerly the Torres-Martinez Band of Cahuilla Mission Indians of California)
Tule River Indian Tribe of the Tule River Reservation, California
Tuolumne Band of Me-Wuk Indians of the Tuolumne Rancheria of California
Twenty-Nine Palms Band of Mission Indians of California
United Auburn Indian Community of the Auburn Rancheria of California
Utu Utu Gwaitu Paiute Tribe of the Benton Paiute Reservation, California
Wilton Rancheria, California
Wiyot Tribe, California (formerly the Table Bluff Reservation—Wiyot Tribe)
Yurok Tribe of the Yurok Reservation, California
Fort Mojave Indian Tribe of Arizona, California & Nevada
Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona
Washoe Tribe of Nevada & California (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community, & Washoe Ranches)
Colorado
Southern Ute Indian Tribe of the Southern Ute Reservation, Colorado
Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah
Connecticut
Mashantucket Pequot Tribe of Connecticut
Mohegan Indian Tribe of Connecticut
Florida
Miccosukee Tribe of Indians of Florida
Seminole Tribe of Florida (Dania, Big Cypress, Brighton, Hollywood & Tampa Reservations)
Indiana
Pokagon Band of Potawatomi Indians, Michigan and Indiana
Iowa
Sac & Fox Tribe of the Mississippi in Iowa
Idaho
Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho





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Kootenai Tribe of Idaho
Nez Perce Tribe, Idaho (previously listed as Nez Perce Tribe of Idaho)
Shoshone-Bannock Tribes of the Fort Hall Reservation of Idaho
Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada
Kansas
Iowa Tribe of Kansas and Nebraska
Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas
Prairie Band of Potawatomi Nation, Kansas
Sac & Fox Nation of Missouri in Kansas and Nebraska
Louisiana
Chitimacha Tribe of Louisiana
Coushatta Tribe of Louisiana
Jena Band of Choctaw Indians, Louisiana
Tunica-Biloxi Indian Tribe of Louisiana
Massachusetts
Mashpee Wampanoag Tribe, Massachusetts
Wampanoag Tribe of Gay Head (Aquinnah) of Massachusetts
Maine
Aroostook Band of Micmac Indians of Maine
Houlton Band of Maliseet Indians of Maine
Passamaquoddy Tribe of Maine
Penobscot Tribe of Maine
Michigan
Bay Mills Indian Community, Michigan
Grand Traverse Band of Ottawa and Chippewa Indians, Michigan
Hannahville Indian Community, Michigan
Keweenaw Bay Indian Community, Michigan
Lac Vieux Desert Band of Lake Superior Chippewa Indians, Michigan
Little River Band of Ottawa Indians, Michigan
Little Traverse Bay Bands of Odawa Indians, Michigan
Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan
Nottawaseppi Huron Band of the Potawatomi, Michigan (formerly the Huron Potawatomi, Inc.)
Pokagon Band of Potawatomi Indians, Michigan and Indiana
Saginaw Chippewa Indian Tribe of Michigan
Sault Ste. Marie Tribe of Chippewa Indians of Michigan





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Minnesota
Lower Sioux Indian Community in the State of Minnesota
Minnesota Chippewa Tribe, Minnesota (Six component reservations: Bois Forte Band (Nett Lake); Fond du Lac Band; Grand Portage Band; Leech Lake Band; Mille Lacs Band; White Earth Band)
Prairie Island Indian Community in the State of Minnesota
Red Lake Band of Chippewa Indians, Minnesota
Shakopee Mdewakanton Sioux Community of Minnesota
Upper Sioux Community, Minnesota
Mississippi
Mississippi Band of Choctaw Indians, Mississippi
Montana
Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana
Blackfeet Tribe of the Blackfeet Indian Reservation of Montana
Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana
Confederated Salish & Kootenai Tribes of the Flathead Reservation, Montana
Crow Tribe of Montana
Fort Belknap Indian Community of the Fort Belknap Reservation of Montana
Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, Montana
North Carolina
Eastern Band of Cherokee Indians of North Carolina
North Dakota
Spirit Lake Tribe, North Dakota
Standing Rock Sioux Tribe of North & South Dakota
Three Affiliated Tribes of the Fort Berthold Reservation, North Dakota
Turtle Mountain Band of Chippewa Indians of North Dakota
Nebraska
Omaha Tribe of Nebraska
Ponca Tribe of Nebraska
Santee Sioux Nation, Nebraska
Winnebago Tribe of Nebraska
Iowa Tribe of Kansas and Nebraska
Sac & Fox Nation of Missouri in Kansas and Nebraska
New Mexico





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Jicarilla Apache Nation, New Mexico
Mescalero Apache Tribe of the Mescalero Reservation, New Mexico
Navajo Nation, Arizona, New Mexico & Utah
Ohkay Owingeh, New Mexico (formerly the Pueblo of San Juan)
Pueblo of Acoma, New Mexico
Pueblo of Cochiti, New Mexico
Pueblo of Isleta, New Mexico
Pueblo of Jemez, New Mexico
Pueblo of Laguna, New Mexico
Pueblo of Nambe, New Mexico
Pueblo of Picuris, New Mexico
Pueblo of Pojoaque, New Mexico
Pueblo of San Felipe, New Mexico
Pueblo of San Ildefonso, New Mexico
Pueblo of Sandia, New Mexico
Pueblo of Santa Ana, New Mexico
Pueblo of Santa Clara, New Mexico
Pueblo of Santo Domingo, New Mexico
Pueblo of Taos, New Mexico
Pueblo of Tesuque, New Mexico
Pueblo of Zia, New Mexico
Zuni Tribe of the Zuni Reservation, New Mexico
Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah
Nevada
Confederated Tribes of the Goshute Reservation, Nevada and Utah
Duckwater Shoshone Tribe of the Duckwater Reservation, Nevada
Ely Shoshone Tribe of Nevada
Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation, Nevada and Oregon
Las Vegas Tribe of Paiute Indians of the Las Vegas Indian Colony, Nevada
Lovelock Paiute Tribe of the Lovelock Indian Colony, Nevada
Moapa Band of Paiute Indians of the Moapa River Indian Reservation, Nevada
Paiute-Shoshone Tribe of the Fallon Reservation and Colony, Nevada
Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation, Nevada
Reno-Sparks Indian Colony, Nevada
Summit Lake Paiute Tribe of Nevada
Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band; Elko Band; South Fork Band and Wells Band)
Walker River Paiute Tribe of the Walker River Reservation, Nevada





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Washoe Tribe of Nevada & California (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community, & Washoe Ranches)
Winnemucca Indian Colony of Nevada
Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch, Nevada
Yomba Shoshone Tribe of the Yomba Reservation, Nevada
Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada
New York
Cayuga Nation of New York
Oneida Nation of New York
Onondaga Nation of New York
Saint Regis Mohawk Tribe, New York (formerly the St. Regis Band of Mohawk Indians of New York)
Seneca Nation of New York
Tonawanda Band of Seneca Indians of New York
Tuscarora Nation of New York
Oklahoma
Alabama-Quassarte Tribal Town, Oklahoma
Apache Tribe of Oklahoma
Caddo Nation of Oklahoma
Cherokee Nation, Oklahoma
Cheyenne and Arapaho Tribes, Oklahoma (formerly the Cheyenne-Arapaho Tribes of Oklahoma)
Chickasaw Nation, Oklahoma
Choctaw Nation of Oklahoma
Citizen Potawatomi Nation, Oklahoma
Comanche Nation, Oklahoma
Delaware Nation, Oklahoma
Delaware Tribe of Indians, Oklahoma
Eastern Shawnee Tribe of Oklahoma
Fort Sill Apache Tribe of Oklahoma
Iowa Tribe of Oklahoma
Kaw Nation, Oklahoma
Kialegee Tribal Town, Oklahoma
Kickapoo Tribe of Oklahoma
Kiowa Indian Tribe of Oklahoma
Miami Tribe of Oklahoma
Modoc Tribe of Oklahoma
Muscogee (Creek) Nation, Oklahoma
Osage Nation, Oklahoma (formerly the Osage Tribe)
Otoe-Missouria Tribe of Indians, Oklahoma





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Ottawa Tribe of Oklahoma
Pawnee Nation of Oklahoma
Peoria Tribe of Indians of Oklahoma
Ponca Tribe of Indians of Oklahoma
Quapaw Tribe of Indians, Oklahoma
Sac & Fox Nation, Oklahoma
Seminole Nation of Oklahoma
Seneca-Cayuga Tribe of Oklahoma
Shawnee Tribe, Oklahoma
Thlopthlocco Tribal Town, Oklahoma
Tonkawa Tribe of Indians of Oklahoma
United Keetoowah Band of Cherokee Indians in Oklahoma
Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie), Oklahoma
Wyandotte Nation, Oklahoma
Oregon
Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon
Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)
Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians of Oregon
Confederated Tribes of the Grand Ronde Community of Oregon
Confederated Tribes of the Umatilla Reservation, Oregon
Confederated Tribes of the Warm Springs Reservation of Oregon
Coquille Tribe of Oregon
Cow Creek Band of Umpqua Indians of Oregon
Klamath Tribes, Oregon
Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation, Nevada and Oregon
Rhode Island
Narragansett Indian Tribe of Rhode Island
South Carolina
Catawba Indian Nation (aka Catawba Tribe of South Carolina)
South Dakota
Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota
Crow Creek Sioux Tribe of the Crow Creek Reservation, South Dakota
Flandreau Santee Sioux Tribe of South Dakota
Lower Brule Sioux Tribe of the Lower Brule Reservation, South Dakota
Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota





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Sisseton-Wahpeton Oyate of the Lake Valley Reservation, Nevada
Yankton Sioux Tribe of South Dakota
Standing Rock Sioux Tribe of North & South Dakota
Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota
Texas
Alabama-Coushatta Tribes of Texas
Kickapoo Traditional Tribe of Texas
Ysleta Del Sur Pueblo of Texas
Utah
Northwestern Band of Shoshoni Nation of Utah (Washakie)
Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes) (formerly Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes)
Skull Valley Band of Goshute Indians of Utah
Ute Indian Tribe of the Uintah & Ouray Reservation, Utah
Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah
Navajo Nation, Arizona, New Mexico & Utah
Confederated Tribes of the Goshute Reservation, Nevada and Utah
Washington
Confederated Tribes and Bands of the Yakama Nation, Washington
Confederated Tribes of the Chehalis Reservation, Washington
Confederated Tribes of the Colville Reservation, Washington
Cowlitz Indian Tribe, Washington
Hoh Indian Tribe of the Hoh Indian Reservation, Washington
Jamestown S'Klallam Tribe of Washington
Kalispel Indian Community of the Kalispel Reservation, Washington
Lower Elwha Tribal Community of the Lower Elwha Reservation, Washington
Lummi Tribe of the Lummi Reservation, Washington
Makah Indian Tribe of the Makah Indian Reservation, Washington
Muckleshoot Indian Tribe of the Muckleshoot Reservation, Washington
Nisqually Indian Tribe of the Nisqually Reservation, Washington
Nooksack Indian Tribe of Washington
Port Gamble Indian Community of the Port Gamble Reservation, Washington
Puyallup Tribe of the Puyallup Reservation, Washington
Quileute Tribe of the Quileute Reservation, Washington
Quinault Tribe of the Quinault Reservation, Washington





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Samish Indian Tribe, Washington
Sauk-Suiattle Indian Tribe of Washington
Shoalwater Bay Tribe of the Shoalwater Bay Indian Reservation, Washington
Skokomish Indian Tribe of the Skokomish Reservation, Washington
Snoqualmie Tribe, Washington
Spokane Tribe of the Spokane Reservation, Washington
Squaxin Island Tribe of the Squaxin Island Reservation, Washington
Stillaguamish Tribe of Washington
Suquamish Indian Tribe of the Port Madison Reservation, Washington
Swinomish Indians of the Swinomish Reservation, Washington
Tulalip Tribes of the Tulalip Reservation, Washington
Upper Skagit Indian Tribe of Washington
Wisconsin
Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin
Forest County Potawatomi Community, Wisconsin
Ho-Chunk Nation of Wisconsin
Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin
Lac du Flambeau Band of Lake Superior Chippewa Indians of the Lac du Flambeau Reservation of Wisconsin
Menominee Indian Tribe of Wisconsin
Oneida Tribe of Indians of Wisconsin
Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
Sokaogon Chippewa Community, Wisconsin
St. Croix Chippewa Indians of Wisconsin
Stockbridge Munsee Community, Wisconsin
Wyoming
Arapahoe Tribe of the Wind River Reservation, Wyoming
Shoshone Tribe of the Wind River Reservation, Wyoming

