

	Year 1	Year 2	Total
Personnel	\$237,015	\$372,190	\$609,205
Fringe Benefits	\$60,541	\$74,951	\$135,492
Travel See (Breakdown Sheet)	\$11,897	\$6,876	\$18,773
Equipment (Breakdown Sheet)	\$439,000		\$439,000
Supplies (Breakdown Sheet)	\$426,200		\$426,200
Contractual	\$315,625	\$127,000	\$442,625
Construction	\$0	\$0	\$0
Other (Breakdown Sheet)	\$124,437	\$211,914	\$336,351
Total Direct Charges	\$1,614,715	\$792,931	\$2,407,646
Indirect Charges	\$349,457	\$240,455	\$589,912
Totals	\$1,964,172	\$1,033,386	\$2,997,558

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Leave Blank	11.028	\$ 2,997,558.00	\$	\$	\$	\$ 2,997,558.00
2.	11.028					0.00
3.	11.028					0.00
4.	11.028					0.00
5. Totals		\$ 2,997,558.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,997,558.00
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories		GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
		(1) Year One	(2) Year Two	(3)	(4)	
a. Personnel		\$ 237,015.00	\$ 372,190.00	\$	\$	\$ 609,205.00
b. Fringe Benefits		60,541.00	74,951.00			135,492.00
c. Travel		11,897.00	6,876.00			18,773.00
d. Equipment		439,000.00				439,000.00
e. Supplies		426,200.00				426,200.00
f. Contractual		315,625.00	127,000.00			442,625.00
g. Construction			0.00	0.00	0.00	0.00
h. Other		124,437.00	211,914.00		0.00	336,351.00
i. Total Direct Charges (sum of 6a-6h)		1,614,715.00	792,931.00	0.00	0.00	2,407,646.00
j. Indirect Charges		349,457.00	240,455.00			589,912.00
k. TOTALS (sum of 6i and 6j)		\$ 1,964,172.00	\$ 1,033,386.00	\$ 0.00	\$ 0.00	\$ 2,997,558.00
7. Program Income		\$	\$	\$	\$	\$ 0.00

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8. Connecting Minority Communities Pilot Program	\$ 0.00 \$	0.00 \$	0.00 \$	\$	0.00
9.					0.00
10.					0.00
11.					0.00
12. TOTAL (sum of lines 8-11)	\$ 0.00 \$	0.00 \$	0.00 \$	\$	0.00
SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	\$	\$	\$	\$	\$
13. Federal	1,906,483.00	677,266.00	761,503.00	230,750.00	236,964.00
14. Non-Federal	0.00				
15. TOTAL (sum of lines 13 and 14)	\$ 1,906,483.00	\$ 677,266.00	\$ 761,503.00	\$ 230,750.00	\$ 236,964.00
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (Years)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16. Connecting Minority Communities Pilot Program	\$ 1,091,075.00	\$	\$	\$	
17.					
18.					
19.					
20. TOTAL (sum of lines 16-19)	\$ 1,091,075.00	\$ 0.00	\$ 0.00	\$	0.00
SECTION F - OTHER BUDGET INFORMATION					
21. Direct Charges: 2,407,646		22. Indirect Charges: 589,912			
23. Remarks: Not a continuing grant so full amounts for two year grant are in sections A and B					

INSTRUCTIONS FOR THE SF-424A

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PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

General Instructions

This form is designed so that application can be made for funds from one or more grant programs. In preparing the budget, adhere to any existing Federal grantor agency guidelines which prescribe how and whether budgeted amounts should be separately shown for different functions or activities within the program. For some programs, grantor agencies may require budgets to be separately shown by function or activity. For other programs, grantor agencies may require a breakdown by function or activity. Sections A, B, C, and D should include budget estimates for the whole project except when applying for assistance which requires Federal authorization in annual or other funding period increments. In the latter case, Sections A, B, C, and D should provide the budget for the first budget period (usually a year) and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary Lines 1-4 Columns (a) and (b)

For applications pertaining to a *single* Federal grant program (Federal Domestic Assistance Catalog number) and *not requiring* a functional or activity breakdown, enter on Line 1 under Column (a) the Catalog program title and the Catalog number in Column (b).

For applications pertaining to a *single* program *requiring* budget amounts by multiple functions or activities, enter the name of each activity or function on each line in Column (a), and enter the Catalog number in Column (b). For applications pertaining to multiple programs where none of the programs require a breakdown by function or activity, enter the Catalog program title on each line in *Column* (a) and the respective Catalog number on each line in Column (b).

For applications pertaining to *multiple* programs where one or more programs *require* a breakdown by function or activity, prepare a separate sheet for each program requiring the breakdown. Additional sheets should be used when one form does not provide adequate space for all breakdown of data required. However, when more than one sheet is used, the first page should provide the summary totals by programs.

Lines 1-4, Columns (c) through (g)

For new applications, leave Column (c) and (d) blank. For each line entry in Columns (a) and (b), enter in Columns (e), (f), and (g) the appropriate amounts of funds needed to support the project for the first funding period (usually a year).

For continuing grant program applications, submit these forms before the end of each funding period as required by the grantor agency. Enter in Columns (c) and (d) the estimated amounts of funds which will remain unobligated at the end of the grant funding period only if the Federal grantor agency instructions provide for this. Otherwise, leave these columns blank. Enter in columns (e) and (f) the amounts of funds needed for the upcoming period. The amount(s) in Column (g) should be the sum of amounts in Columns (e) and (f).

For supplemental grants and changes to existing grants, do not use Columns (c) and (d). Enter in Column (e) the amount of the increase or decrease of Federal funds and enter in Column (f) the amount of the increase or decrease of non-Federal funds. In Column (g) enter the new total budgeted amount (Federal and non-Federal) which includes the total previous authorized budgeted amounts plus or minus, as appropriate, the amounts shown in Columns (e) and (f). The amount(s) in Column (g) should not equal the sum of amounts in Columns (e) and (f).

Line 5 - Show the totals for all columns used.

Section B Budget Categories

In the column headings (1) through (4), enter the titles of the same programs, functions, and activities shown on Lines 1-4, Column (a), Section A. When additional sheets are prepared for Section A, provide similar column headings on each sheet. For each program, function or activity, fill in the total requirements for funds (both Federal and non-Federal) by object class categories.

Line 6a-i - Show the totals of Lines 6a to 6h in each column.

Line 6j - Show the amount of indirect cost.

Line 6k - Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6k should be the same as the sum of the amounts in Section A, Columns (e) and (f) on Line 5.

Line 7 - Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount, Show under the program

INSTRUCTIONS FOR THE SF-424A (continued)

narrative statement the nature and source of income. The estimated amount of program income may be considered by the Federal grantor agency in determining the total amount of the grant.

Section C. Non-Federal Resources

Lines 8-11 Enter amounts of non-Federal resources that will be used on the grant. If in-kind contributions are included, provide a brief explanation on a separate sheet.

Column (a) - Enter the program titles identical to Column (a), Section A. A breakdown by function or activity is not necessary.

Column (b) - Enter the contribution to be made by the applicant.

Column (c) - Enter the amount of the State's cash and in-kind contribution if the applicant is not a State or State agency. Applicants which are a State or State agencies should leave this column blank.

Column (d) - Enter the amount of cash and in-kind contributions to be made from all other sources.

Column (e) - Enter totals of Columns (b), (c), and (d).

Line 12 - Enter the total for each of Columns (b)-(e). The amount in Column (e) should be equal to the amount on Line 5, Column (f), Section A.

Section D. Forecasted Cash Needs

Line 13 - Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14 - Enter the amount of cash from all other sources needed by quarter during the first year.

Line 15 - Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project

Lines 16-19 - Enter in Column (a) the same grant program titles shown in Column (a), Section A. A breakdown by function or activity is not necessary. For new applications and continuation grant applications, enter in the proper columns amounts of Federal funds which will be needed to complete the program or project over the succeeding funding periods (usually in years). This section need not be completed for revisions (amendments, changes, or supplements) to funds for the current year of existing grants.

If more than four lines are needed to list the program titles, submit additional schedules as necessary.

Line 20 - Enter the total for each of the Columns (b)-(e). When additional schedules are prepared for this Section, annotate accordingly and show the overall totals on this line.

Section F. Other Budget Information

Line 21 - Use this space to explain amounts for individual direct object class cost categories that may appear to be out of the ordinary or to explain the details as required by the Federal grantor agency.

Line 22 - Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23 - Provide any other explanations or comments deemed necessary.

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Leave Blank	11.028	\$ 2,997,558.00	\$	\$	\$	\$ 2,997,558.00
2.	11.028					0.00
3.	11.028					0.00
4.	11.028					0.00
5. Totals		\$ 2,997,558.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 2,997,558.00
SECTION B - BUDGET CATEGORIES						
6. Object Class Categories		GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
		(1) Year One	(2) Year Two	(3)	(4)	
a. Personnel		\$ 237,015.00	\$ 372,190.00	\$	\$	\$ 609,205.00
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c. Travel		11,897.00	6,876.00			18,773.00
d. Equipment		439,000.00				439,000.00
e. Supplies		426,200.00				426,200.00
f. Contractual		315,625.00	127,000.00			442,625.00
g. Construction			0.00	0.00	0.00	0.00
h. Other		124,437.00	211,914.00		0.00	336,351.00
i. Total Direct Charges (sum of 6a-6h)		1,614,715.00	792,931.00	0.00	0.00	2,407,646.00
j. Indirect Charges		349,457.00	240,455.00			589,912.00
k. TOTALS (sum of 6i and 6j)		\$ 1,964,172.00	\$ 1,033,386.00	\$ 0.00	\$ 0.00	\$ 2,997,558.00
7. Program Income		\$	\$	\$	\$	\$ 0.00

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Section A. Budget Summary Lines 1-4 Columns (a) and (b)

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INSTRUCTIONS FOR THE SF-424A (continued)

narrative statement the nature and source of income. The estimated amount of program income may be considered by the Federal grantor agency in determining the total amount of the grant.

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Section D. Forecasted Cash Needs

Line 13 - Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14 - Enter the amount of cash from all other sources needed by quarter during the first year.

Line 15 - Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project

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Section F. Other Budget Information

Line 21 - Use this space to explain amounts for individual direct object class cost categories that may appear to be out of the ordinary or to explain the details as required by the Federal grantor agency.

Line 22 - Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23 - Provide any other explanations or comments deemed necessary.

Communi-versity Budget Detail

Modified April 2022

A.PERSONNEL

630,357

Co-Executive Director Wolfork	7.5% time for	104 weeks at	\$1,697 per week	13,240
Co-Executive Director Latimore	5.0% time for	104 weeks at	\$1,537 per week	7,990
Technology Specialist for help desk escalation	15% time for	78 weeks at	\$715 per week	8,363
Technology Specialist - curriculum development	50% time for	12 weeks at	\$715 per week	4,289
Technology Specialist - training	75% time for	10 weeks at	\$934 per week	7,008
Van driver	100% time for	78 weeks at	\$800 per week	62,400
TechNavigator salaries	1 allowance for	25,472.00 hours at	\$10 per hour	254,720
Project Manager	100% time for	104 weeks at	\$1,154 per week	120,000
Project Coordinator	100% time for	104 weeks at	\$865 per week	90,000
Auxiliary Coordinator	125% time for	52 weeks at	\$865 per week	56,250
Head Start Director	4% time for	104 weeks at	\$1,466 per week	6,098

B. FRINGE

143,446

Fringe	25.35% on	375,637	7.65% on	630,357	143,446
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C. TRAVEL

8,736

Mileage for student trips to hubs and centers	312 RT of	50 miles at	\$0.56 per mile	8,736
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D.EQUIPMENT COSTS

439,000

Mobile satellite units	1 allowance for	2 units at	83,000 per unit	166,000
Satellite links for fixed sites	1 allowance for	11 centers at	\$18,000 per site	198,000
Help desk equipment	1 allowance for	12 sites at	6,250 per site	75,000

E. SUPPLIES

426,200

Laptops for classrooms	1 allowance for	225 laptops at	300 per laptop	67,500
Large displays for classrooms	1 allowance for	14 units	2,100 per site	29,400
Powered desks for community hub classrooms	1 allowance for	7 sites at	5,000 per site	35,000
Student laptops	1 allowance for	760 laptops at	200 per laptop	152,000
Outdoor workstations	1 allowance for	7 sites at	\$5,000 per site	35,000
Loaner laptops	15 laptops at	11 sites at	300 per laptop	49,500
TechNavigator/Coordinator tablets	1 allowance for	26 devices at	250 per device	6,500
Off campus student hotspots	1 allowance for	100 devices at	200 per device	20,000
Off campus student signal boosters	1 allowance for	75 devices at	300 per device	22,500
Loaner hotspots	1 allowance for	44 devices at	200 per device	8,800

F CONTRACTUAL COSTS

408,000

Evaluation	1 allowance for	1 allowance of	\$300,000 for the project	300,000
Curriculum Development	1 allowance for	1 allowance of	\$35,000 for the project	35,000
Design/Implementation Engineer	1 allowance for	560 hours at	\$100 per hour	56,000
Strategic plan data instrument design and analysis	1 allowance for	1 service at	\$15,000 for the project	15,000
Strategic plan consultant	1 allowance for	2 days at	\$1,000 per day	2,000

H. OTHER

340,440

Loan out hotspot monthly fees	18 months for	44 units at	\$40 per month	31,680
Off campus student hotspots monthly fees	24 months for	100 units at	\$40 per month	96,000
Tablet data plan monthly fees	1 allowance for	329 months at	\$40 per month	13,160
Outreach events	1 allowance for	15 events at	\$1,500 per event	22,500
Outreach materials	1 allowance for	1 allow	\$7,500 for the project	7,500
Mobile unit fuel, registration, maintenance costs	1.25 years for	2 vehicles at	\$1,500 per year	3,750
Community centers support costs	16 months avg.for	7 Centers at	\$500 per month	56,000
Parent/Family shuttle bus for classes	12 events for	17 months at	\$200 per event	40,800
Childcare at class locations	24 provider fees for	17 months at	\$50 per provider	20,400
Google Cloud for HE licenses for students	2 years for	2,800 students at	\$3 per year	16,800
Google Educator certification for TNs	1 fee for	25 tests at	\$10 per test	250
Advisory board fees	13 meetings for	12 persons at	\$100 per meeting	15,600
Head Start centers cost recovery	1 allowance for	2 centers at	\$5,000 per center	10,000
Knowledge base license fees	5 seats for	24 months at	\$50 per month	6,000

SUBTOTAL - direct costs 2,396,180

Indirect Cost TMDC 36.00% 1,672,179.86
601,985

TOTAL 2,998,165

Communi-versity: Piloting an Ecosystem for Digital Equity **Budget Narrative**

Key Personnel

Mr. Terrance Wolkoff will serve as the Executive Director for the project. Due to his long history with the University's community engagement, he will ensure the program's activities are fully integrated into the FVSU administrative and academic fabric, and that they equally serve the community. He will direct the interface between the project activities and the Fort Valley Cooperative Extension staff and offices. As a part of that role he will also oversee the work of the Evaluator. He will devote 7.5% of his salaried time, per year, to the project.

Dr. Mark Latimore, Extension Administrator, will serve as Co-Executive Director for the project. He will oversee all administrative activities, and ensure that the project is completed on time and within budget parameters, and that it meets all statutory requirements for the *CONNECTING MINORITY COMMUNITIES PILOT PROGRAM*, as described in the **Consolidated Appropriations Act, 2021, Division N, Title IX, Section 902, Public Law 116-260, 134 Stat.1182 (the Act)**. He will devote 4% of his time to the project.

Additionally, Dr. Francine Hollis, Department Chair and Associate Professor, Family and Consumer Sciences, will direct the interface between the project Key Personnel and the Head Start centers, ensure that project activities continue to align with Head Start goals and processes, and encourage and support Head Start faculty and staff participation. She will provide her time at no cost to the project budget.

Other Personnel

Fort Valley's existing Instructional Technology Specialist will work 12 weeks at 50% time in the first 6 months of the project to collaborate with the Georgia College team to develop the curriculum for training the TechNavigators. He will also allocate 15% of his time for the 78 weeks the TechNavigators are deployed to serve as the backup help desk support to whom the TechNavigators will escalate technical problems they cannot solve at the point of contact with Activity Participants. The Instructional Technology Training Specialist will work 75% time for 10 weeks during the first September of the project to provide training to the TechNavigators.

The project will hire a full-time Project Manager for 104 weeks to run the day-to-day activities of the project. This person will manage the detailed project schedule, making adjustments as necessary; administer the relationships with the 10 Broadband Hub locations, serve as the communication nexus for the contractors, oversee the Project Coordinator, design and participate in community events and presentations, track and forecast expenses as the project develops, and oversee the work of the TechNavigators.

There will be a full-time Project Coordinator for the 104 weeks of the project. During the first two quarters of the project, this person will collaborate with the Cooperative Extension and Head Start teams to identify quality online resources and develop additional assets to establish the Ecosystem Knowledge Base that will be utilized by the TechNavigators, HS/CE staff and faculty, and Activity Participants. Also during that period, the Project Coordinator, utilizing the Ecosystem Knowledge Base, will develop a scheduling/campus/community communication process to support the deployment of the TechNavigators, Mobile Broadband Training Units, van drivers, and shuttle bus services, and to manage the booking of the various sites for individual community member use. Once the project is fully up and running, the Project Coordinator will maintain the Ecosystem Knowledge Base and the scheduling/campus/community communication, and also support the deployment of all project

resources – solving problems and adjusting plans in response to external forces. This person will be the primary communication hub for all Activity Participants.

As adjusted during post-submission review (April, 2022) with the Program Officer, a 2nd project coordinator, will work full time in year 1 to assist in the set up and running of all of the systems for the Tech Navigators (online ticketing, scheduling, training coordination). This person will continue into year 2 (half time for 6 months) to continue to run and de-bug those systems, and to prepare 2 student Tech Administrators (TAs) to support the administrative work.

There will be a team of TechNavigators (TNs), made up of students trained to provide training, help desk, and outreach/engagement services to support readiness and adoption of broadband resources on campus and in the community. This work is vital due to both the lack of knowledge about broadband resources in FVSU's rural anchor community, and the lack of basic computer readiness skills on the campus and in the anchor community. TechNavigator jobs will be paid \$10/hour. Each student will be paid for 80 hours of training time and then work 19 hours/week providing service once deployed. Eight TNs will be deployed during the last 5 months of Year One of the project (starting once the equipment is installed and tested). Fifteen TNs will be deployed for the next 6 months, and 25 for the final 6 months. After the initial training session (provided by the Instructional Technology Specialist as described above), trained TNs will provide the training for the two additional cohorts of TNs, generating a professional development loop to make the project self-sustaining from a training standpoint. In addition to receiving training on basic help desk skills and knowledge of online resources for the Pilot target audiences, the TNs will also receive training on how to configure the project's laptops and ready the MBTUs, including establishing the satellite link and setting up the temporary network and digital classroom.

Willie Mae Johnson, the FVSU Head Start Director will allocate 4% of her time over the course of the project to work directly with Head Start Center staff to ensure they are prepared to integrate the project activities into their environment without interfering with their primary goal of educating the children they serve. Ms. Johnson will also interface with the Project Coordinator to facilitate the implementation of Activities and provide feedback as the project moves forward. During the initial planning phase, she will be the main communication conduit between the HS staff and the project team (Key Personnel, Project Manager).

Fringe

FVSU has an approved fringe rate of 33% (7.65% FICA and 25.35% benefits) applied to all full-time personnel. Only FICA is applied to part-time TechNavigators' salaries.

Travel

The budget includes the cost of mileage reimbursement for an average of 4 trips/week during the 78 weeks the TNs are deployed. This allows for a staff person or another TN, using a personal vehicle, to drive the TNs to an event when no FVSU van is available. The mileage rate is \$0.56/mile and the trips are budgeted at an average of 50 miles round trip.

Equipment

During the planning phase, 7 Community Hub (BCH) sites will be identified to serve locations where dependable broadband cellular/fiber/cable connectivity is unavailable. Also during planning, two Head Start centers and two Community Extension Offices will be selected as Hub sites. Because those sites are not yet specifically identified, and the exact disposition challenges for some of the locations may be altered (awaiting input from the project's Community Advisory Board (CAB) during the planning phase), these equipment package budgets

have been developed with detailed estimates rather than vendor bids to outfit specific addresses. Consequently, each of the three types of technical package (mobile unit, stationary unit, and help desk site) has been budgeted with an estimated cost for a standard package of that type. The purchasing team will negotiate for the best possible prices, invoking both educational and volume discounts.

At all 11 (as adjusted from ten during post-submission review April, 2022) fixed Broadband Hub sites, the project will install a permanent network and provide external broadband access via Wi-Fi, enabling community members to access the internet from outside after hours. At all Broadband Hub sites, the project will install a permanent network and provide external broadband access via Wi-Fi, enabling community members to access the internet from outside after hours. Due to the current lack of clear information about the potential connectivity options for the Broadband Hub locations, the budget allows for satellite internet connectivity based upon a monthly subscription to a Viasat service that offers up to 35Mb/4Mb service with no monthly data transfer cap. (If the initial discovery phase of the project reveals that a better or less-costly solution can be made available, the project will take advantage of that option). The remaining components at each BH include an internet router/firewall, a PoE networking switch, indoor and outdoor AP's for client connectivity, and a wall mounted 19", lockable networking rack. Each site will provide space to mount the rack unit and 110v power on a 15amp circuit required to run the system.

Below are the details behind the estimated package cost of \$18,000.

Products	Price	Quantity	Extended Price
Viasat Equipment & Service - 35Mb Download & 4Mb Upload Service - (Viasat.com) - NoThroughput Monthly Cap @ 18 mo	\$175	18	\$3,150
Cradlepoint E300 Internet Router & Firewall	\$1,000	1	\$1,000
Interior Ubiquiti UniFi AP AC PRO 802.11ac Scalable Enterprise Wi-Fi Access Point (UAP-AC-PRO-E-US)	\$150	1	\$150
Exterior Ubiquiti Networks UniFi UAP-AC-HD	\$350	1	\$350
Tripp Lite Wireless Access Point Enclosure - NEMA 4 Latching Surface Mount 15x11 - #EN1511N4LATCH	\$150	1	\$150
Exterior AP Mounting Hardware	\$75	1	\$75
Ubiquiti Networks - US-16-150W 16 port PoE UniFi Switch, White	\$325	1	\$325
1000' CAT5e cabling	\$150	2	\$300
Cat5e Connectors	\$25	1	\$25
Cat5e Termination Tools	\$75	1	\$7
Cat5e Patch Cables - Various Lengths - 1m, 3m, 6m	\$50	1	\$50
6U Swing Out Wall Mount Cabinet - 501 Series, 24 Inches Deep	\$250	1	\$250
1U Vented Shelf - 12 Inches Deep, Single Sided	\$25	2	\$50
Misc Keyboards, Mice, USB Sticks, Batteries, etc...	\$150	1	\$150
Total Product Cost:			\$6,100.00
Labor			Customer Cost
Setup Wifi & Internet - 40 hrs @ 150/hr			\$6,000
IT Training - 24 hours @ \$150/hr			\$3,60
Miscellaneous Associated Costs			\$300

Contingency Costs					\$2,000
Total Labor Cost:					\$11,900
Total project Cost:					\$18,000

Two (as adjusted from four during post-submission review April, 2022) Mobile Broadband Training Units (MBTU) will be housed in Ford Transit vans to provide temporary connectivity to buildings (churches, schools, community centers, etc.) in the anchor community. They will be deployed for two-week training residencies and, as available, other pop-up events (e.g., school technology festivals, science fairs) that may be scheduled in response to community input during the project period. These units are necessary to address the regions in the anchor community where no other kind of connectivity can be made available because of a lack of infrastructure. The estimate for the units is based upon a fully outfitted Ford Transit van with all the necessary power, cooling, and equipment to deliver internet service nearly anywhere in the anchor community boundary that has a line-of-sight to align the satellite receiver to the southern sky. Internet services will be provided via a monthly subscription to a Viasat service that offers up to 35Mb/4Mb service with no monthly data transfer cap for the 12 months the units will be deployed. The remaining components include an internet router/firewall, a PoE networking switch, indoor and outdoor AP's for client connectivity, a 19" networking rack, and enough storage crates and shelving to store the uplink equipment, mobile classroom laptops, and large display. Below is the working equipment detail cost estimate per unit.

Products	Price	Quantity	Extended Price
Viasat Equipment & Service - 35Mb Download & 4Mb Upload service - (Viasat.com)	\$175	12	\$2,100
2021 Ford Transit Van	\$50,000	1	\$50,000
Generac 3000i Model #7129 Inverter Generator	\$1,000	1	\$1,000
Cradlepoint E300 Internet Router & Firewall	\$1,000	1	\$1,000
Interior Ubiquiti UniFi AP AC PRO 802.11ac Scalable Enterprise Wi-Fi Access Point (UAP-AC-PRO-E-US)	\$150	1	\$150
Exterior Ubiquiti Networks UniFi UAP-AC-HD	\$350	1	\$350
Tripp Lite Wireless Access Point enclosure - NEMA 4 Latching surface mount 15x11 - #EN1511N4LATCH	\$150	1	\$150
Exterior AP Mounting Hardware	\$75	1	\$75
Ubiquiti Networks - US-16-150W 16 port PoE UniFi Switch, White	\$325	1	\$325
1000' CAT5e cabling	\$15	1	\$150
Cat5e connectors	\$25	1	\$25
Cat5e Termination Tools	\$75	1	\$75.00
Cat5e patch cables - Various lengths - 1m, 3m, 6m	\$50	1	\$50.00
Pelican 1630 Protector Case 24x27x20"	\$400	3	\$1,200.00
Turtle Waterproof, Anti-Static Laptop Case (wheeled) - 6 Laptop Capacity	\$55	3	\$1,650.00
6U Molded - Mobile on wheels - Rack Case - #SKB-1SKB-R6U	\$250	1	\$250.00
9U Wall Mounted Rack	\$250	1	\$250.00
Uline Utility Cart	\$20	1	\$200.00
Misc Keyboards, Mice, usb sticks, batteries, etc...	\$500	1	\$500.00
Total Product Cost:			\$59,500

Labor					Customer Cost
Van Setup & Configuration as mobile internet hub - Includes 3k watt inverter & RV roof mounted AC Unit					\$15,000
Miscellaneous associated costs					\$1,000
Internet & Satellite service setup & Train the Trainer - 14hrs @ 150/hr					\$2,150
Contingency Costs					\$5,350
Total Labor Cost:					\$23,500
Total project Cost:					\$83,000

There will be 14 (as adjusted from 15 during post-submission review April, 2022) help desk stations (one at each Broadband Hub, one with each MBTU and one on-campus) where TechNavigators will provide 1-to-1 support. Because support needs will range from technical help with equipment, connectivity, and software to training on how to access and utilize online resources, the station will be equipped to support two people working in tandem and will include 2 robust HP laptops, each with dual monitors, a USB-C hub for multiple connections and displays, an office chair and desk, and a budget for pc peripherals such as mice and keyboards. Below is the working equipment detail cost estimate per site.

Sceptre E248W-19203R 24" Ultra Thin 75Hz 1080p LED Monitor 2x HDMI VGA Build-in Speakers, Metallic Black	\$175	4	\$700
2021 HP Premium Laptop Computer, 17.3" Full HD 1080P Screen, Intel Core i5-1135G7, 16GB RAM, 1TB SSD, HDMI, Wi-Fi, Webcam, Zoom, Win10	\$950	2	\$1,900
USB C Hub, Hiearcool USB C Dongle, 7 in 1 USB C to HDMI Multiport Adapter Compatible for USB C Laptops Nintendo and Other Type C Devices	\$30	2	\$60
PC Chair	\$250	2	\$500
PC Desk	\$250	1	\$250
Misc Keyboards, Mice, usb sticks, batteries, etc...	\$500	1	\$500
Total Product Cost:			\$3,910
Labor			Customer Cost
Helpdesk Setup - 8 hrs @ 150/hr			\$1,200
Miscellaneous Associated Costs			\$640
Contingency Costs			\$500
Total Labor Cost:			\$2,340
Total project Cost:			\$6,250

Supplies

Each seven Community Hubs will be outfitted with a 20-station digital classroom where TechNavigators will present classes. Similar facilities will be established in 2 Head Start and 2 Cooperative Extension Hubs, but due to the available class space, Head Start Hubs will have 15 workstations and Cooperative Extension Hubs will have 10. One 20-station classroom will travel with each Mobile hub, and one movable classroom set up will be housed on campus. All will be equipped with a presenter's laptop, a large display (either large format monitor or digital

projector and screen, depending on class size) and stand, and laptops equal to the number of learners the site can accommodate.

The 7 Community Hubs will also be outfitted with powered tables to accommodate 20 learners per Hub and two outdoor sheltered workstations (chairs, desk, power) with safety lighting for community members accessing the internet via outdoor Wi-Fi after hours.

At the 7 Community Hubs, the classroom space and computers will be available to the community (for Connectivity Hours) when not scheduled for classes or other activities of the host site. The 4 Head Start/Extension Hub sites will have scheduled Connectivity Hours.

The project will provide 15 Windows laptops with Microsoft Office software and 4 hotspots at each of the 11 fixed Hubs to loan out to community members. Loan of the hotspots will be targeted at community members with no connection at home. The CAB will develop the loan-out protocols and use guidelines for the users.

Each of the 25 TechNavigators will be provided with a tablet to be used to access the Ecosystem Knowledge Base, record community feedback data, check their assignments from the Project Coordinator, respond to ad hoc questions from the community members they've interacted with, and other connected activities supporting the project. Tablets will be reassigned as TNs rotate out of the program. The Project Coordinator will also have one to communicate with the TNs and access the Ecosystem Knowledge Base.

An additional 760 laptops will be purchased to be deployed to those FVSU students with the most demonstrated financial need (and then on access need) who do not already own an internet-ready device of sufficient capability to support their online learning and other educational activities. Each is budgeted at \$200. (These units have a lower price point because FVSU provides all of its students with a license for the University Microsoft package.)

100 hotspots and 24 months of service at \$40/month (prepaid capped to avoid additional data charges) will be provided to students living off campus to support the use of loaned or personally owned computers.

75 Wi-Fi boosters will also be made available to off campus students who do not otherwise have adequate cell coverage to utilize their hotspots.

Contractual

antwuan Wallace, DBA Urban Research Strategies and Logistics, will be contracted to serve as project Evaluator. The total cost for the evaluation will be \$300,000, which includes Wallace's time, travel for data gathering and an allowance to cover the time of students contracted to assist with data gathering and courtesy fees to community institutions which will be asked to provide data.

The project will contract with Georgia College to collaborate with the Instructional Technology Specialist on the development of curriculum for the TechNavigator training course. \$35,000 is allocated for this contract. Georgia College will also be contracted to provide the services of Dr. Veronica Womack to develop the instruments for gathering the data about the community and campus and to perform the analysis on that data to support the project development process. The cost of that contract is \$15,000.

A Supervising Engineer will be contracted to direct all aspects of equipment installation (design, order, deploy, test, turn-up, final completion, and documentation) on campus and at the BHs and MBTUs. The process will include collaborating with the University purchasing system to acquire bids and negotiate for the best possible rates. The budget allows for a total of 540 hours, based on: 2 MBTUs @ 30 hours = 60 hours; 11 BHs @ 40 hours/site = 440 hours; 1 on-campus site = 40 hours. The rate is \$100 per hour.

A consultant will be hired to lead the Strategic Plan creation process. The budget contains a fee of \$1000 for this service.

Other

The budget includes a \$40/month for 18 months (prepaid capped data to avoid additional data charges) for the 44 loan-out hotspots and 24 months for the 100 off-campus student hotspots

Data plans are included for the 26 tablets (for the Project Coordinator and TNs) that come online at various dates during the project and stay through the end. That includes 24 months for the Project Coordinator, 18 months for 8 TNs, 13 months for 7 TNs and 7 months for 10 TNs. A total of 329 months of service at \$40 per month.

The project will produce 15 large outreach events in the anchor community over the two-year timeline. Event objectives will be to build broadband awareness and encourage adoption of broadband usage. The budget contains an allowance of \$1,500 per event to cover location costs, sound reinforcement, light refreshments, informational handouts, and small incentive items.

There is a pool of \$7,500 to design and print engagement materials to inform Activity Participants about the new points of broadband access and share the details of training and engagement events and help desk sessions. Communication will include hard copy documents in order to best communicate with those who are not able to access or effectively utilize websites, email, or social media to get information. These are the constituents the project is most designed to serve. Handouts will be distributed by the organizations participating in the project and also by community pillars such as churches, youth groups, and schools.

\$1,500 per vehicle per year is budgeted for costs to support the 2 Ford Transit vans housing the MBTUs for the 15 months they are deployed. This allowance is to cover registration, fuel, oil, and general maintenance.

\$500/month for 16 months is budgeted as an allowance for a range of costs incurred by the organizations hosting the 7 Community Hubs. Such costs might include increased electricity cost, additional time for janitorial and/or security staff, overtime and/or after-hours pay for staff when organizational rules require an employee to be present whenever the building is used, etc. The costs will vary by site and will not be known in detail until the sites have been selected by the CAB.

Transportation and childcare are major barriers potentially preventing members of the anchor community from attending events and/or making use of hub-based connectivity. To address this significant access issue, the budget includes the cost of a shuttle bus and driver to cover a route planned to pick up any attendees who have indicated such a need, and payment for two on-site childcare providers for 12 of the 15 events/month for the 17 months the classes are being offered.

Each student enrolled at FVSU for the two academic years which begin within the project period will be provided with a Google Workspace for Education account so they can develop facility with cloud-based work, participate in video conference study groups, work virtually on shared projects, etc. (See project narrative for details of the use and impact) The cost is \$3/year/student, and results in all faculty receiving a free account.

Each TN will be required to obtain the Level 1 Google Educator certification. The \$10 fee per person is included in the budget.

The 12-member Communi-versity Advisory Board will meet 6 times in the 6-month development period, quarterly thereafter with two extra meetings in month 24 to consult on the Strategic Plan (13 meetings total). To support the project having consistent access to the unique perspective each member brings—contributing the viewpoint and needs specific to the constituency they represent—each CAB member will receive a \$100 stipend per meeting as an acknowledgement, and to help offset travel and childcare costs.

There is an allowance to reimburse 2 Head Start Center that host a BH for costs they may incur as a result. Such costs might include increased electricity cost, paper and ink for increased copier usage, additional time for janitorial and/or security staff, etc. Reimbursement will be capped at a maximum of \$5,000 per Center.

The project will purchase a two-year, 5-seat license to an online knowledge base (the Ecosystem Knowledge Base) to store the TN curriculum and the community resource database, provide a ticketing system, and provide analytics as the project progresses.

FVSU
Digital Mobile Internet - w/ Satellite connectivity
Equipment & Labor Estimate

Products	Price	Quantity	Extended Price
Viasat Equipment & Service - 35Mb Download & 4Mb Upload service - (Viasat.com)	\$175.00	12	\$2,100.00
2021 Ford Transit Van	\$50,000.00	1	\$50,000.00
Generac 3000i Model #7129 Inverter Generator	\$1,000.00	1	\$1,000.00
Cradlepoint E300 Internet Router & Firewall	\$1,000.00	1	\$1,000.00
Interior Ubiquiti UniFi AP AC PRO 802.11ac Scalable Enterprise Wi-Fi Access Point (UAP-AC-PRO)	\$150.00	1	\$150.00
Exterior Ubiquiti Networks UniFi UAP-AC-HD	\$350.00	1	\$350.00
Tripp Lite Wireless Access Point enclosure - NEMA 4 Latching surface mount 15x11 - #EN1511N4	\$150.00	1	\$150.00
Exterior AP Mounting Hardware	\$75.00	1	\$75.00
Ubiquiti Networks - US-16-150W 16 port PoE UniFi Switch, White	\$325.00	1	\$325.00
1000' CAT5e cabling	\$150.00	1	\$150.00
Cat5e connectors	\$25.00	1	\$25.00
Cat5e Termination Tools	\$75.00	1	\$75.00
Cat5e patch cables - Various lengths - 1m, 3m, 6m	\$50.00	1	\$50.00
Pelican 1630 Protector Case 24x27x20"	\$400.00	3	\$1,200.00
Turtle Waterproof, Anti-Static Laptop Case (wheeled) - 6 Laptop Capacity	\$550.00	3	\$1,650.00
6U Molded - Mobile on wheels - Rack Case - #SKB-1SKB-R6U	\$250.00	1	\$250.00
9U Wall Mounted Rack	\$250.00	1	\$250.00
Uline Utility Cart	\$200.00	1	\$200.00
Misc Keyboards, Mice, usb sticks, batteries, etc...	\$500.00	1	\$500.00
Total Product Cost:			\$59,500.00

Labor	Customer Cost
Van Setup & Configuration as mobile internet hub - Includes 3k watt inverter & RV roof mounted AC Unit	\$15,000.00
Miscellaneous associated costs	\$1,000.00
Internet & Satellite service setup & Train the Trainer - 14hrs @ 150/hr	\$2,150.00
Contingency Costs	\$5,350.00
Total Labor Cost:	\$23,500.00

Total Project Cost: \$83,000.00

Comments

FVSU
Physical Location - Helpdesk Costs
Equipment & Labor Estimate

Products	Price	Quantity	Extended Price
Soeprtre E248W-19203R 24" Ultra Thin 75Hz 1080p LED Monitor 2x HDMI VGA Build-in Speakers, Metallic Black	\$175.00	4	\$700.00
2021 HP Premium Laptop Computer, 17.3" Full HD 1080P Screen, Intel Core i5-1135G7, 16GB RAM, 1TB SSD, HDMI, Wi-Fi, Webcam, Z	\$950.00	2	\$1,900.00
USB C Hub, Hiearcool USB C Dongle, 7 in 1 USB C to HDMI Multiport Adapter Compatible for USB C Laptops Nintendo and Other Type C D	\$30.00	2	\$60.00
PC Chair	\$250.00	2	\$500.00
PC Desk	\$250.00	1	\$250.00
Misc Keyboards, Mice, usb sticks, batteries, etc...	\$500.00	1	\$500.00
Total Product Cost:			\$3,910.00

Labor	Customer Cost
Helpdesk Setup - 8 hrs @ 150/hr	\$1,200.00
Supplies	\$640.00
Contingency costs	\$500.00
Total Labor Cost:	\$2,340.00

Total Project Cost:	\$6,250.00
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\$6,250.00

Comments

Attachment A: Evaluation Scope of Work
Communi-versity: Piloting an Ecosystem for Digital Equity

The evaluation by Urban Research Strategies & Logistics will apply the methods and measures as described in the Ecosystem Program Evaluation Plan as submitted proposal (Attachment B to the contract) and will be grounded in dignity-centered, trauma-informed, community-based participatory action research. The evaluation will use a mixed method approach to conduct a program evaluation across three domains:

1. Participant level: user profiles: students, faculty, parent/caregiver, child, and residents
2. University level: diffusion of innovation
3. Community level: institutions

The evaluation will extend across the entire project and is expected to contain three phases, each resulting in knowledge products that will document the insights and data:

1. Developmental (6 months) resulting in two Learning briefs with collective case studies from the Developmental Evaluation
2. Formative (10 Months) inclusive of learning briefs for insights from the Foundational Evaluation
3. Summative (8 Months) resulting in evidence-based descriptions and/or documentation of interventions of federal investments in broadband

This work will be divided across the paced and sequenced evaluations noted above into three areas:

1. A Document Review (Systems Audit)
2. CoDesign Workshops
 - a. Community Engagement and Outreach
3. Data Collection
 - a. Qualitative Data Collection
 - b. Quantitative Data Collection

The evaluator will lead Participatory Design sessions in order to develop the research insights to inform protocol development. In order to evaluate program outcomes, the scope of work will develop from grounded theory to developing evaluation questions that examine Theory of Change/Action, evidence-informed activities, evidence-based interventions, outputs, outcomes, and a metric framework with measures and impacts.

The evaluation seeks metrics through a quasi-experimental design, establishing a sample frame for recruitment of a treatment group, and a comparison group of similarly situated families and households (parents and children, students, nonstudents, senior adults). Data gathering methods will include pre/post surveys, interviews, observations, and focus groups.

The total fee for this work is \$300,000 and is inclusive of all evaluation expenses including travel, fees to compensate community organizations for their data and resources, and stipends for student and/or community workers who will participate in the evaluation activities. Billing will be based on satisfactory completion of each phase, and invoicing of each phase of work. Payment is to be made within 30 days of invoicing.

Invoicing Milestone	
Contract execution	\$37,500
Developmental Phase Complete	\$52,500
Formative Phase Complete	\$115,000
Summative Phase Complete	\$75,000
All documentation and knowledge products accepted by Project Director	\$20,000



14311 Ewing Ave.
Burnsville, MN 55306
952-224-4440
sales@stonebrookeequipment.com

Quote Date

11/11/2021

Quote No

58465-001

Proposal

Stonebrooke Equipment, Inc – TERMS AND CONDITIONS

Sales Rep: Brent Holman

Written By: AJS

Prepared For: Triviam Consulting

Ship To: Triviam Consulting

Contact: Brian Boche

Phone: (612)363-8305

Email: brian@bochenetworks.com

Requestor: Brian Boche

This Quote is Effective from: 11/11/2021 **until:** 11/25/2021

Ship Via: Installed

Current Lead Time in Days: 35-42

<u>Our Item</u>	<u>Item Description</u>	<u>Quantity (EA)</u>	<u>Price / UoM</u>	<u>Extended Price</u>
VEHICLE	VEHICLE	1	\$0.00 / EA	\$0.00
<u>Options:</u>				
MODEL YEAR 2021				
FORD				
TRANSIT				
148 WHEELBASE				
HIGH ROOF HEIGHT				
SINGLE SIDE DOOR				
VIN: TBA				
Stock #: TBA				
PICKUP & DELIVERY = CUSTOMER				
<u>Our Item</u>	<u>Item Description</u>	<u>Quantity (EA)</u>	<u>Price / UoM</u>	<u>Extended Price</u>
3310-FTH	COMPOSITE SAFETY PARTITION FOR/TRANSIT HR, SOLID CONTOURED	1	\$1,071.18 / EA	\$1,071.18
<u>Our Item</u>	<u>Item Description</u>	<u>Quantity (EA)</u>	<u>Price / UoM</u>	<u>Extended Price</u>
N5-RS60-4	STEEL SHELVING UNIT FOR HIGH/ROOF VAN, 14" X 62" X 60"	3	\$728.80 / EA	\$2,186.40
<u>Our Item</u>	<u>Item Description</u>	<u>Quantity (EA)</u>	<u>Price / UoM</u>	<u>Extended Price</u>
GP-ISW-3000-12	GO POWER 3000 WATT PURE SINE/WAVE INVERTER	1	\$1,555.00 / EA	\$1,555.00
<u>Our Item</u>	<u>Item Description</u>	<u>Quantity (EA)</u>	<u>Price / UoM</u>	<u>Extended Price</u>
GP-DC-KIT5	#4/O WIRE AND 400 AMP FUSE KIT/ FOR 2600-3000 WATT INVERTERS	1	\$440.00 / EA	\$440.00

<u>Our Item</u>	<u>Item Description</u>	<u>Quantity (EA)</u>	<u>Price / UoM</u>	<u>Extended Price</u>
HJP-5378	JOURNEYMAN PRO 20 AMP OUTLET,/SHORE POWER PLUG	4	\$44.99 / EA	\$179.96

<u>Our Item</u>	<u>Item Description</u>	<u>Quantity (EA)</u>	<u>Price / UoM</u>	<u>Extended Price</u>
R-8500-3P	RED DOT AIR CONDITIONER,/BACKWALL UNIT, 15,200 BTU'S	1	\$5,000.00 / EA	\$5,000.00

<u>Our Item</u>	<u>Item Description</u>	<u>Quantity (EA)</u>	<u>Price / UoM</u>	<u>Extended Price</u>
LABOR-SB	INSTALLATION	1	\$1,120.00 / EA	\$1,120.00

Project Total: \$11,552.54

ACCEPTED BY: _____

ACCEPTED DATE: _____

OTHER NOTES:

- Tax will be applied at time of final invoice.
- We impose a 3% convenience fee on credit card payments greater than \$5,000.00. This fee applies to the full invoice amount at time of final invoice.

1. **PRICING.** All price quotations are valid for thirty (30) days unless otherwise noted.

2. **PAYMENT.** Unless otherwise quoted by the Company, agreed to in writing or expressly stated on the face of this document, terms of payment shall be as follows:

- a. For new Buyers or those without open account the terms are: COD.
- b. For Buyers with open account the terms are: 1% net (10) days, net (30) days from the invoice date.
- c. For projects requiring significant engineering & design work the terms are: 50% down, balance as per a. or b. above.
- d. For projects with non-standard components provided or manufactured to the Buyer's requirements the terms are: 50% down, balance as per a. or b. above.
- e. A convenience fee of 3% will be added to all credit card payments greater than \$5,000.00.
- f. This applies to the full amount of the invoice.
- g. The Company may alter or suspend credit whenever the payment history or financial condition of Buyer warrants such action.
- h. Overdue payments will be subject to a 1.5% monthly interest rate.
- i. Buyer shall be liable for all costs, expenses and attorney's fees incurred by the Company in the collection of delinquent accounts.

3. **CUSTOMER VEHICLES IN OUR CARE, CUSTODY AND CONTROL.** The Company is not responsible for damage to Buyer vehicles while in its care, custody, and control.

4. **CUSTOMER VEHICLE STORAGE.** Buyer vehicles not picked up within 3 business days of completion will be assessed a storage fee of ten dollars (\$10.00) per day.

5. **TAXES AND DUTIES.** Prices for Products and Services do not include applicable federal, state or local taxes, now or hereafter enacted, which tax or taxes (i) will be added by the Company to the sales price whenever the Company has the legal obligation to collect same, and (ii) shall be paid by Buyer unless Buyer provides the Company with an appropriate tax-exemption certificate. Except as otherwise agreed to in writing or provided on the face hereof, for sales to points outside the United States all export duties, taxes, licenses, and fees, including customs, are in addition to the quoted prices and shall be Buyer's responsibility, and any such cost incurred by the Company will be passed on to Buyer.

6. **FREIGHT AND SHIPMENTS.** All shipments for domestic sales are F.O.B. the Company manufacturing facility. The Company shall have satisfied all delivery obligations and, subject to the limitations set forth herein, possession of and title to all goods sold hereunder shall be deemed to pass to Buyer upon delivery to the carrier at point of shipment, whereupon Buyer assumes all risk of loss or damage to the goods and responsibility for shipping and insurance costs, regardless of any insurance that may have been secured by the Company at Buyer's request. Any freight and delivery charges paid by the Company in connection with shipments to Buyer will be passed on to Buyer. Buyer shall notify the Company in writing relative to any shipment shortage or damage within two (2) days of receipt of shipment. The Company shall not be liable for delays in delivery or failure to manufacture due to causes beyond its reasonable control. In the event of any such delay or failure, the Company shall be entitled to extend the delivery date by a commensurate period of days. The Company shall have the right to cancel any order or to refuse or delay shipment if Buyer fails to meet payment terms or if there is any materially adverse change in Buyer's financial status. Export of the Company Products or Services outside the United States of America is subject to the latest U.S. Export Regulation issued by the U. S. Department of Commerce, adherence to which is a Buyer's responsibility after initial shipment by the Company.

7. **ORDER CANCELLATION.** If an order is canceled prior to the scheduled ship date, Buyer will be subject to the following cancellation charges: Buyer will be responsible for all costs incurred by the Company prior to the date of cancellation and any further costs incurred in the termination of the project. Cancellation of the order will not relieve the Buyer's liability for payment as specified herein.

8. **CHANGE ORDERS.** Change orders include any deviation from the last design reviewed and agreed upon at the time the purchase order was issued. Buyer directed change orders are subject to additional fees. Depending on the scope of the change order, the Company reserves the right to collect all costs incurred to date. The added cost of the change order will be quoted by the Company and the Buyer can choose to (i) issue a second purchase order to cover the cost of the change order, or, (ii) add the additional charges to the original purchase order.

9. **SCHEDULE CHANGES.** Any delays in installation due to change orders, customer readiness, and/or reasons uncontrollable by the Company, may be subject to partial invoicing for all labor and materials incurred to date by the Company.

10. **PROPRIETARY RIGHTS.** The parties acknowledge that the Company may possess certain proprietary inventions, discoveries, Patents, Trademarks, or other intellectual properties in its products and designs and that the Company retains all right, title, ownership, copyright and/or other intellectual property rights in such. All such intellectual property incorporated shall remain the sole and exclusive property of the Company.

11. **CONFIDENTIAL INFORMATION.** The parties agree that except for the written consent of the other party, each party shall keep confidential and not disclose to any person not affiliated with such party, any of the other party's confidential information and business secrets. The term "confidential information" shall include each party's respective financial, marketing, product, process, customer, dealer, accounting, sales, manufacturing, employment and related information, including such other information that a party treats or otherwise deems as confidential. Confidential information shall also include the Company Creations, Services and payment under this Agreement.

12. **LIMITATION OF LIABILITY. NOT WITHSTANDING ANY OTHER PROVISIONS OF THIS ORDER, IN NO EVENT SHALL THE COMPANY BE LIABLE FOR ANY INCIDENTAL, INDIRECT, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES ARISING IN ANY MANNER OUT OF ANY BREACH OF WARRANTY OR OUT OF OR CONNECTED WITH THE SALE, LICENSE, LEASE, USE OR ANTICIPATED USE OF THE PRODUCTS, SERVICES, INCLUDING, BUT NOT LIMITED TO, ANY INTERRUPTION OF SERVICE, LOSS OF BUSINESS OR ANTICIPATORY PROFITS RESULTING FROM THE USE OR OPERATION OF THE PRODUCTS OR PROVISION OF SERVICES. NOTWITHSTANDING THE FOREGOING, THE COMPANY'S TOTAL CUMULATIVE LIABILITY UNDER THIS ORDER SHALL NOT EXCEED THE AMOUNT PAID BY BUYER FOR THE PARTICULAR PRODUCTS OR SERVICES INVOLVED.**

13. **SUITABILITY DISCLAIMER.** The performance of the Products depends on a variety of parameters which are beyond the control of the Company. Performance of the Products may vary considerably from one application to the next. **THE COMPANY MAKES NO CLAIM, REPRESENTATION OR WARRANTY CONCERNING THE PERFORMANCE OR SUITABILITY OF THE PRODUCTS FOR OR IN BUYER'S APPLICATION.** The assessment of usefulness and suitability of the Products for each application rests solely with the Buyer.

14. **WARRANTY.** The Company warrants its workmanship to be free from defects for a period of twelve (12) months from shipment, unless a different period is otherwise quoted in writing by the Company to the original Buyer. The only exception to this is paint issues, which are warranted for a period of ninety (90) days. If an issue arises during the warranty period, the original Buyer shall notify the Company and request a return or re-work authorization. Only after the authorization from the Company has been received can the work to repair the deficiency proceed. The foregoing warranty shall not apply to defects resulting from (i) improper or inadequate maintenance by Buyer; (ii) Buyer-supplied equipment, (iii) unauthorized modifications, misuse or accidents, (iv) operation outside of the environmental specifications of the Product. All Services shall be performed in professional manner, in conformity with industry standards. **THIS WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.**

15. **COMPANY INDEMNIFICATION.** The Company shall defend any claim, suit, or proceeding brought against Buyer by a third party ("Claim") insofar as such Claim is based upon an assertion that the use or transfer of any Product delivered hereunder constitutes infringement of a US patent or registered copyright, provided Buyer (i) notifies the Company promptly in writing as to any such Claim, (ii) grants the Company sole control over the defense and settlement thereof, and (iii) reasonably cooperates in response to a Company request for assistance. Should any Product become, or in the Company's opinion be likely to become, the subject of a Claim, the Company may, at its sole discretion and expense, (a) obtain for Buyer the right to make continued use of such Product, (b) replace or modify such Product so that the Product is no longer infringing, or (c) request return and upon receipt thereof refund to Buyer the residual value thereof, calculated using straight depreciation over a five (5) year useful life. The Company shall have no liability if the alleged infringement is based on (1) combination with non-Company products; (2) use for a purpose or in a manner for which the Product was not designed; (3) use of any older version when use of a newer Company revision would have avoided the infringement; (4) any modification not made with the Company's written approval; (5) any modifications made by the Company pursuant to Buyer's specific instructions; or (6) any intellectual property right owned or licensed by Buyer or any of its affiliates. Notwithstanding the foregoing, in no event shall the Company's liability to Buyer under this Section exceed the amount paid by Buyer to the Company for any allegedly infringing Product. **THIS SECTION STATES BUYER'S SOLE AND EXCLUSIVE REMEDY AND THE COMPANY'S ENTIRE LIABILITY TO BUYER FOR THIRD PARTY INFRINGEMENT CLAIMS.**

16. **BUYER IDEMNIFICATION.** Buyer shall defend, indemnify and hold harmless the Company against any and all losses claims, demands, actions, damages, attorney's fees and costs, however characterized, including but not limited to those involving personal injury, wrongful death, property damage or diminution of value, business damage or diminution of value, patent or copyright infringement, or any other liabilities of any nature as a result of the Company's goods, materials, representations (both implicit and explicit) and/or Services, if, and only if, Buyer is at least partially at fault for said liabilities. Buyer's indemnification of the Company for patent and copyright infringement under this section shall also apply where Buyer (a) modified, altered, or combined the Product with any equipment not supplied by the Company, or (b) used the Product in a manner for which it was not designed.

17. **ENTIRE AGREEMENT.** In the absence of a separate, duly executed volume purchase or similar agreement between the Company and Buyer, **BUYER'S PURCHASE OF THE COMPANY PRODUCTS HEREUNDER REPRESENTS ACCEPTANCE OF THE TERMS AND CONDITIONS HEREIN, WHICH CONSTITUTE THE ENTIRE AGREEMENT BETWEEN THE PARTIES AND SUPERSEDE ANY PRIOR OR CONTEMPORANEOUS COMMUNICATIONS, REPRESENTATIONS, UNDERSTANDINGS OR AGREEMENTS BY EITHER PARTY, WHETHER VERBAL OR WRITTEN, CONCERNING THE SUBJECT MATTER HEREOF.** The terms and conditions contained herein take precedence over Buyer's additional or different terms and conditions, to which notice of objection is hereby given. Neither the Company's commencement of performance nor delivery shall be deemed or construed as acceptance of Buyer's additional or different terms and conditions. No waiver, change, or modification to the terms and condition herein shall be valid or binding unless in writing and signed by authorized representatives of both parties.

18. **ASSIGNMENT.** This Agreement may not be assigned by Buyer without prior written consent from a duly authorized representative of the Company. This Agreement shall be binding upon the Buyer's permitted successors and assigns.



























19. **SURVIVABILITY.** If any provision of this Agreement shall be invalid or unenforceable under any applicable law, such provisions shall not apply in such instance, but the remaining provisions shall be given their full effect in accordance with their terms.

20. **MISCELLANEOUS.** Except as prohibited by US bankruptcy laws, in the event of Buyer's insolvency or inability to pay debts due, or voluntary or involuntary bankruptcy proceeding by or against Buyer, or appointment of a receiver or assignee for the benefit of Buyer's creditors, the Company may elect to cancel any unfulfilled obligations to Buyer hereunder. The Company shall have all rights and remedies of a secured creditor under the Uniform Commercial Code (UCC) and all other applicable laws. Buyer agrees to execute such financing statements and other documents as the Company may request in order to protect its security interest. If Buyer fails to execute such financing statements and other documents within fourteen (14) days of written request by the Company, then Buyer hereby grants the Company full power and authority to execute and file such financing statement and other documents on Buyer's behalf.

21. **CHOICE OF LAW AND JURISDICTION.** The parties agree that any dispute regarding interpretation or validity of these terms and conditions or relating in any manner to Products or Services sold hereunder shall be governed by the laws, and subject to the jurisdiction of courts, of Minnesota, USA, with any dispute or Claim venued or heard in the State of Minnesota.

22. **NOTICE.** Any notice required under this Agreement shall be valid upon either hand delivery or delivery via United States Mail, postage prepaid, to the parties at the addresses set forth in this Agreement, and if mailed via United States Mail, postage prepaid, be deemed delivered within three (3) days following the date of mailing.

Ford Transit Van Price Search
Vans available in Georgia on February 12, 2023

<p>Sponsored 2016 Ford Transit Cargo ... T-250 with Sliding RH Door 148" Medium Roof ...</p> <p> High Price \$3,634 above avg. list price</p> <p>\$35,499</p> <hr/> <p> 95,723 miles</p> <p> Online Retailer </p> <p> Delivery Available to 30307</p> <p> White exterior, Gray interior</p> <p> No accidents reported, 2 Owners, Personal use</p> <p> VIN 1FTYR2CG0GKA17201</p>	<p>2021 Ford Transit Cargo Van T-350 148" EL High Roof 9500 GVWR RWD</p> <p> Great Price \$295 off avg. list price</p> <p>\$58,739</p> <hr/> <p> 6,353 miles</p> <p> 10 mi - Tucker, GA</p> <p> White exterior, Gray interior</p> <p> No accidents reported, 2 Owners, Personal use</p> <p> VIN 1FTBW3XG0MKA30203</p>
<p>2020 Ford Transit Cargo Van T-250 130" Medium Roof 9070 GVWR RWD</p> <p> Great Price \$150 off avg. list price</p> <p>\$40,127</p> <hr/> <p> 68,900 miles</p> <p> 29 mi - Buford, GA</p> <p> White exterior, Gray interior</p> <p> No accidents reported, 1 Owner, Personal use</p> <p> VIN 1FTBR1C87LKA60100</p>	<p>2021 Ford Transit Cargo Van T-250 130" Medium Roof 9070 GVWR RWD</p> <p> Fair Price At or near avg. list price</p> <p>\$47,999</p> <hr/> <p> 14,020 miles Upfront Price Available</p> <p> 14 mi - Morrow, GA</p> <p> White exterior, Gray interior</p> <p> No accidents reported, 2 Owners, Personal use</p> <p> VIN 1FTBR1C8XMKA04248</p>

2019 Ford Transit Cargo Van
T-250 with Sliding RH Door 148" High Roof 900...

✓ **Fair Price**
At or near avg. list price

\$41,999

🔧 44,055 miles
📍 17 mi - Snellville, GA
🔑 White exterior, Gray interior
🚗 No accidents reported, 1 Owner, Personal use
VIN 1FTYR2XM7KKA91420

2021 Ford Transit Cargo Van
T-250 130" Low Roof 9070 GVWR RWD

✓ **Fair Price**
At or near avg. list price

\$46,129

🔧 19,200 miles
📍 536 mi - Bonita Springs, FL
🚚 \$718 Delivery to 30307
🔑 White exterior, Black interior
🚗 No accidents reported, 1 Owner, Personal use
VIN 1FTBR1Y84MKA35634

2020 Ford Transit Cargo Van
T-250 130" Medium Roof 9070 GVWR RWD

✓ **Great Price**
\$150 off avg. list price

\$40,127

🔧 68,900 miles
📍 29 mi - Buford, GA
🔑 White exterior, Gray interior
🚗 No accidents reported, 1 Owner, Personal use
VIN 1FTBR1C87LKA60100

2021 Ford Transit Cargo Van
T-250 130" Medium Roof 9070 GVWR RWD

✓ **Fair Price**
At or near avg. list price

\$47,999

🔧 14,020 miles **Upfront Price Available**
📍 14 mi - Morrow, GA
🔑 White exterior, Gray interior
🚗 No accidents reported, 2 Owners, Personal use
VIN 1FTBR1C8XMKA04248

Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 15 CFR Part 28, 'New Restrictions on Lobbying.' The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Commerce determines to award the covered transaction, grant, or cooperative agreement.

LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 15 CFR Part 28, for persons entering into a grant, cooperative agreement or contract over \$100,000 or a loan or loan guarantee over \$150,000 as defined at 15 CFR Part 28, Sections 28.105 and 28.110, the applicant certifies that to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, 'Disclosure Form to Report Lobbying,' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure occurring on or before October 23, 1996, and of not less than \$11,000 and not more than \$110,000 for each such failure occurring after October 23, 1996.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above applicable certification.

*** NAME OF APPLICANT**

Fort Valley State University

*** AWARD NUMBER**

NTIA-Broadband-Connectivi

*** PROJECT NAME**

FVSU Commu-iversity: Piloting & Ecosystem for Digital Equity

Prefix:

Mrs.

*** First Name:**

Joyce

Middle Name:

Y.

*** Last Name:**

Johnson

Suffix:*** Title:** Director of Sponsored Programs*** SIGNATURE:**

Alfreda B Hester

*** DATE:**

12/01/2021

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>	
* 3. Date Received: 12/01/2021		4. Applicant Identifier: <input type="text"/>			
5a. Federal Entity Identifier: <input type="text"/>			5b. Federal Award Identifier: <input type="text"/>		
State Use Only:					
6. Date Received by State: <input type="text"/>		7. State Application Identifier: Georgia			
8. APPLICANT INFORMATION:					
* a. Legal Name: Fort Valley State University					
* b. Employer/Taxpayer Identification Number (EIN/TIN): 58-6002062			* c. Organizational DUNS: 0734590830000		
d. Address:					
* Street1:		1005 State University Drive			
Street2:		<input type="text"/>			
* City:		Fort Valley			
County/Parish:		Peach			
* State:		GA: Georgia			
Province:		<input type="text"/>			
* Country:		USA: UNITED STATES			
* Zip / Postal Code:		31030-4313			
e. Organizational Unit:					
Department Name: <input type="text"/>			Division Name: <input type="text"/>		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix: Mr.		* First Name: Terrence			
Middle Name:		<input type="text"/>			
* Last Name:		Wolfork			
Suffix:		<input type="text"/>			
Title:		<input type="text"/>			
Organizational Affiliation: <input type="text"/>					
* Telephone Number: 478-825-6053			Fax Number: <input type="text"/>		
* Email: Wolforkt@fvsu.edu					

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

T: Historically Black Colleges and Universities (HBCUs)

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

National Telecommunications and Information Admini

11. Catalog of Federal Domestic Assistance Number:

11.028

CFDA Title:

Connecting Minority Communities Pilot Program

* 12. Funding Opportunity Number:

NTIA-CMCPP-2021

* Title:

Connecting Minority Communities Pilot Program

13. Competition Identification Number:

NTIA-CMCPP-2021

Title:

Connecting Minority Communities Pilot Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Fort Valley State University-Communi-versity: Piloting an Ecosystem for Digital Equity

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,997,558.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,997,558.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Alfreda B Hester	Director of Sponsored Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
Fort Valley State University	12/01/2021

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Fort Valley State University * Street 1: 1005 State University Drive Street 2: Troup Bldg 333 * City: Fort Valley State: Zip: 31088-4313 Congressional District, if known: GA-002		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: NITA Department of Commerce		7. * Federal Program Name/Description: Connecting Minority Communities Pilot Program CFDA Number, if applicable: 11.028
8. Federal Action Number, if known:		9. Award Amount, if known: \$
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: Holland & Middle Name: * Last Name: Knight LLP Suffix: * Street 1: 800 17th Street NW Suite 1100 Street 2: * City: Washington State: DC: District of Columbia Zip: 20006		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: Shawna Middle Name: * Last Name: Watley Suffix: * Street 1: 800 17th Street NW Suite 1100 Street 2: * City: Washington State: DC: District of Columbia Zip: 20006		
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A. EXECUTIVE SUMMARY

Addressing the gaps and resulting inequities around broadband is a complex problem. No single answer will work, because it is one of today's "messy problems" (Hancock, 2017) in that it contains numerous interrelated issues that only have suboptimal solutions, and those solutions can often pose other problems. The inherently nested challenges of connectivity, access, and skills are further complicated by constrained resources and cultural expectations. Finding the ideal place to break the pattern and insert a solution that can evince change requires a well-designed strategic process (Lindblom, 1959).

Communi-versity: Piloting an Ecosystem for Digital Equity proposes to pilot such a strategy in an effort to address the inequities in broadband connectivity, access, and digital skills at Fort Valley State University (FVSU) and in its anchor community as defined by the NTIA for the purposes of the *Connecting Minority Communities Pilot Program*. When endeavoring to untangle a web of seemingly inextricable and evolving parts, a multipoint approach seems an appropriate strategy (El Sawy & Pereira, 2013). To that end, this project deploys a **full ecosystem of dynamic solutions**: Integrated technologies (satellite, cellular, fiber) begin to fill connectivity gaps. And a broad set of stakeholders (on- and off-campus with varying skills and interests) implement a wide menu of supports (training, outreach, knowledge base) to make broadband more understandable and more attainable.

The *Communi-versity* ecosystem is a collection of resources and opportunities that align with all eight of the NTIA NOFO-described purposes, by employing ongoing assessment that provides ongoing insights for continuous program improvement while creating:

1. Supports and activities focused on increasing digital skills and accessing broadband services through an innovative, sustainable approach to University and anchor community engagement; and
2. Robust, reliable, and geographically dispersed broadband connectivity and access that supports teaching, learning, and economic development across the FVSU anchor community.

Choosing *Communi-versity* as the project title reflects a collaboration committed to expanding inclusivity in the immediate future, while honoring commitments set in the past. More than 15 years ago, Dr. Larry Rivers (then FVSU president) set out to forge stronger relationships between the community and the University, naming the initiative "Communiversity." The new *Communi-versity* Pilot program will further strengthen those relationships.

The framework of the ecosystem includes:

1. Engaging a **broad set of stakeholders** including the students, faculty and staff of Fort Valley State University (FVSU), the staff and participants in FVSU Cooperative Extension and FVSU Head Start programs, and other residents (students and non-students) in the NTIA-defined anchor community (NTIA, 2021).
2. Convening a **Communi-versity Advisory Board** made up of FVSU Cooperative Extension staff and clientele (ag producers/agribusiness professionals); Head Start program staff and constituents (parents/caregivers); and FVSU students.
3. Infusing **affinity-related digital skills training** into the anchor community through Head Start (parents/caregivers) and Cooperative Extension (ag producers/agribusiness professionals) programs.
4. Building a core of **FVSU students trained as TechNavigators** who provide group and 1-to-1 digital skills training events, staff on- and off-campus help desks, lead awareness-focused engagement events, and train/peer-mentor new TechNavigators.

5. Establishing an **on-campus TechNavigator Center** that houses project staff, a centralized TechNavigator help desk, and other activities.
6. Provisioning and staffing **10 anchor community Broadband Hubs** targeting connectivity “deserts” by offering training, walk-in Connectivity Hours, loaner laptops and hotspots, and 24/7 Wi-Fi at designated outdoor locations, providing free-of-charge internet access.
7. Deploying four **Mobile Broadband Training Units**, each equipped with satellite broadband connection, laptops, Wi-Fi access points, and a video screen and projector for supporting short-term and long-term broadband events for awareness-building and training, providing flexible access in the anchor community.
8. Deploying and supporting **1375 digital devices to prioritized constituents** on campus and in the anchor community.
9. Gathering and analyzing **qualitative and quantitative data** through developmental, formative, and summative evaluation, and through additional informal processes, in order to assess University and anchor community needs, and to determine the Pilot effectiveness in increasing digital inclusion while documenting best practices.
10. The creation of a five-year **Strategic Plan for Broadband Equity** that furthers planning for online education, digital inclusion, and workforce and digital skills development.

Program outcomes center on socio-technological changes in qualitative domains (e.g., increasing self-efficacy in broadband-enabled computing applications) and socioeconomic changes in quantitative data (e.g., increasing the number of community residents with broadband access).

NOTE: All planning will be reviewed by the Communi-versity Advisory Board and may be modified based on their input, that of their constituents, and the evaluation data. In all cases however, the distribution of devices and services will be prioritized in full alignment with the requirements of the Consolidated Appropriations Act, 2021, Division N, Title IX, Section 902, Public Law 116-260, 134 Stat.1182 (the Act).

NOTE: Communi-versity is intended to impact numerous constituencies at FVSU and in the anchor community, including those who may self-identify as African-American, Afro-Latinx/Black-Latinx, Black Indian, and others. The term “Black” is used throughout this narrative in order to foster inclusivity.

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B. ELIGIBILITY AND QUALIFICATIONS

B.1. Applicant Eligibility

Fort Valley State University (FVSU) (IPEDS ID 139719) is a University System of Georgia institution, an historically Black University (HBCU), and an 1890 Land-Grant University. Additionally, FVSU is located in an anchor community (as defined by the NTIA CMCP NOFO) that includes 16 census tracts that have a median household income of \$36,546 and an average household size of 2.4. This translates into an average of 179.7% of the poverty line (NTIA, 2021), below the 250% threshold allowed for eligibility.

B.2 Project Participants and Collaborators

Name & Admin Role	Address	SOW	Amount
antwuan wallace DBA Urban Research Strategies & Logistics Admin Role: Contractor	510 East 21st Street Baltimore, MD 21218-6123	Evaluator: Provide technical assistance and subject matter expertise; Design and execute plan to evaluate project's proximal and distal benchmarks, and discrete and continuous success indicators in relation to stated goals; Create the Measurement Framework	\$300,000
Fort Valley State University Admin Role: Applicant	1005 State University Dr., Fort Valley, GA 31030-4313	Lead and implement project; Provide faculty, staff, students, admin services, and contractors to complete the project; Provide Cooperative Extension offices and Head Start centers, staff, and faculty to engage with community members; Reporting and compliance	\$2,597,558
Georgia College and State University Admin Role: Contractor	320 N Wayne Street Milledgeville, GA	Create training curriculum; Creation and review of informal community surveys	\$50,000
TBD - selected post award Admin Role: Contractor	TBD	Supervising Engineer: Design, purchase and installation of equipment; integration with campus IT staff and infrastructure	\$56,000

NOTE: The Communi-versity Advisory Board (see D.1, below) may provide input that leads to additional Unfunded Collaborators joining the project.

B.3 Qualifications, Experience, and Responsibilities of Key Personnel

Executive Director: Mr. Terrence Wolfork (Assistant Administrator, Academic Affairs) has been FVSU's key administrator for community engagement for more than 30 years, building the University's connections and outreach into the community through local Boys and Girls Clubs, K-12 schools, Extension Centers, government agencies, and more. His work has consistently centered around the utilization of technology as a tool for communication, education, and economic mobility. His long history of community engagement will ensure the program's activities are fully integrated into the FVSU administrative and academic fabric, and that they serve the community equally well. He will direct the interface between the project activities and the Fort Valley Cooperative Extension staff and offices, will guide the work of the Community Advisory Board, and will lead the launch of

the TechNavigators. He will also oversee the work of the Evaluator, the Georgia College Rural Studies Institute, and the contracted Supervising Engineer, and ensure the new purchases and programs align with existing hardware, software, and security systems.

Co-Executive Director: Dr. Mark Latimore, Extension Administrator, brings over 20 years of high-level administration within the FVSU system and over 45 years of engagement with its faculty, students, and community to the leadership of this project. He is responsible for oversight of annual grants totaling more than \$10.5 million. In 2017, Dr. Latimore was elected to serve as a member of the Policy Board of Directors Board of Agriculture Assembly. He will oversee all administrative activities and ensure that the project is completed on time and within budget parameters, in compliance with 2 CFR Part 200, all FVSU policies and procedures, and all statutory requirements for the *Connecting Minority Communities Pilot Program* as described in the Consolidated Appropriations Act, 2021, Division N, Title IX, Section 902, Public Law 116-260, 134 Stat.1182.

Key Personnel: Dr. Francine Hollis, Department Chair and Associate Professor, Family and Consumer Sciences, will lead the interface between the project Key Personnel and the Head Start centers, ensure that project activities align with Head Start goals and processes, and encourage and support Head Start faculty and staff participation. Dr. Hollis serves as the Executive Director for FVSU Head Start and Early Head Start, providing leadership for long-range strategic planning; planning, development, and implementation of programs and services; the development and implementation of policies and procedures; the development and management of funds and financial strategies; and monitoring and evaluation of compliance with federal and state regulations. She also serves as liaison between the Head Start/Early Head Start Governance Board and FVSU administration. Dr. Hollis is the principal investigator for FVSU's Head Start and Early Head Start grants.

RESUMES (3 pages)

Terrence Wolfork
Executive Director, Communi-versity Project
Fort Valley State University

Assistant Administrator of Communications, Conferencing and Technology
Fort Valley State University
2012 - present

- Responsible for overall operation of FVSU College of Agriculture, Family Sciences and Technology, Agricultural Communication, Conferencing and Information Technology Departments
- Oversight of departments includes:
 - formal and informal professional development,
 - marketing and branding for internal and external stakeholders
 - technology education for underserved audiences including broadband adoption
 - digital skills education
 - cybersecurity

1890 Foundation Liaison
eXtension
2015-2017

- Responsible for coordinating all eXtension services
- Project Director GIS Mapping Project
- Oversight on reaching underserved audiences

Coordinator of Information and Technology Services

Fort Valley State University

2004-2012

- Responsible for overall operation of IT operations for FVSU College of Agriculture, Family Sciences and Technology.
- Responsibilities include:
 - Promoting and providing instructional training for outreach clientele including older adults, K-12, government agencies, non-profit centers, Boys & Girls Clubs, etc.
 - Coordinating website development for the College of Agriculture and the 1890 Association of Extension Administrators.

Webmaster

Fort Valley State University

2002-2004

- Responsibilities include:
 - Promoting the University's mission through the use of web technology; and
 - Delivery and continuous evaluation of website content, impact, efficacy.

Grants and Awards (partial list)

- The Momentum Network, 2018. (\$299,995)
- eXtension New Technology in Agricultural Extension, 2015 (\$148,190.28)
- Risk Management Education for Small, Medium and Limited Resources Livestock and Forage Producers in Georgia, 2013. (\$13,000) – Principal Investigator
- Changing Socially Disadvantaged Farmers Educational and Technological Approach to USDA Programs, 2012 (\$300,000) – Co-Principal Investigator
- Changing Socially Disadvantaged Farmer Educational and Technological Approach to USDA Programs, 2011 (\$400,000) – Co-Principal Investigator

Mark Latimore, Jr., Ph.D., Associate Dean for Extension

Co-Executive Director, *Communi-versity* Project

Fort Valley State University

Associate Dean for Extension

Fort Valley State University

July 2010-Present

Administrator of the Cooperative Extension Program/Professor

Fort Valley State University

July 2010-Present

Director of Land-Grant Affairs

Fort Valley State University

July 2010-Present

Dean, (Interim) College of Agriculture, Family Sciences and Technology

Fort Valley State University

Jan 2014-June 2014

Dean (Interim), College of Agriculture, Family Sciences and Technology

Fort Valley State University

2007-2010

Coordinator, Plant and Environmental Sciences Program
Fort Valley State University
1984-2007

Professor/Extension Specialist – Agronomy
Fort Valley State University
1999-Present

Grants and Research (partial list)

- Cooperative Extension Program:
- USDA 1890 Facilities Grant for Fiscal Years 2019-2020 in the amount of \$6,211,624. (Annually)
- USDA 1890 Facilities Grant for Fiscal Years 2008-2018 in the amount of \$4,692,220. (Annually)
- Sustainable Agriculture Research and Education (SARE) Grant (Model State Plan) funded annually for \$45,000 from 2006-2008.
- Collaborative Project on Vermi-Composting with Growing Power, Inc., Milwaukee, WI funded for \$70,000 through USDA-RMA.
- Other: Evaluation of In-Field Production of Sweet Sorghum for Ethanol. PI (Funded for \$299,000), 2010.
- Nitrogen and Phosphorous Losses from Untreated and Composted Poultry Litter. Co-investigator with UGA Colleagues. (Funded for \$220,250 in 1992).

Francine Hollis, Ph.D., Executive Director Head Start/Early Start Programs
Key Personnel, *Communi-versity* Project
Fort Valley State University

Chair and Associate Professor
Department of Family and Consumer Sciences
Fort Valley State University
July 2019-present

Executive Director
Head Start/Early Start Programs
Fort Valley State University
July 2019-present

Director
Child Development Center
Fort Valley State University
July 2019-present

Assistant Professor
Department of Food Science and Technology
University of Tennessee
August 2013-June 2019

Assistant Professor of Food Science/Nutrition
Department of Family and Consumer Sciences
Fort Valley State University
July 2012-August 2013

Education

- Ph.D., Food Science and Technology, Cornell University, 2011
- B.S., Food Science and Technology, Alabama A&M University, 2008

Grants and Contracts (partial list)

- North Carolina A&T State University Center of Excellence Subaward, Ralph Noble (PI) and Francine Hollis (Co-PI), USDA, \$85,000
- Early Head Start Child Care Partnership, (PI), HHS-ACF, \$12,587,039
- Head Start, (PI), HHS-ACF, \$9,812,220

C. JUSTIFICATION

C.1. Project Goals

Fort Valley State University (FVSU) has long embraced the significance of broadband access and digital skills, and is committed to building digital equity through broadband technologies. FVSU's 2020-2025 Strategic Plan names Priority #1, Goal #1 as: *"Enhance and improve technological experiences of students by maintaining a physical and virtual campus that supports teaching, learning, creative activities, and scholarship."* (FVSU, 2020)

And the rationale for that strategic priority says (in part), *"The exceptional student experience must include providing experiential learning opportunities that comprise strengthening and maximizing educational, business, and community partnerships which provide opportunities for students to reach their educational and career goals."* (FVSU, 2020)

FVSU's pursuit of digital equity is further demonstrated by their focus over the past four years, in which they have successfully sought more than \$1M in funding to increase the broadband connectivity to the campus and provide an increased number of access points in dorms and classroom buildings.

These critically important infrastructure projects at FVSU—currently in the implementation phases—have surfaced two unaddressed barriers to digital inclusion:

1. Students need skills and devices—and faculty needs skills training—to make the best use of the robust on-campus broadband access; and
2. Broadband connectivity and access, and accompanying digital skills *must* reach beyond the edges of the physical campus and include the surrounding community.

In order to address those barriers, *Communi-versity* will create, pilot, continuously assess, review, and revise an ecosystem of resources and opportunities that provide:

- **Goal 1:** On- and off-campus supports and activities focused on increasing digital skills and accessing broadband services through an innovative, sustainable approach to University and anchor community engagement; and
- **Goal 2:** Robust, reliable, and geographically dispersed broadband connectivity and access that supports teaching, learning, and economic development across the FVSU anchor community.

C.2. Needs and Challenges

The *Communi-versity* ecosystem strategically interweaves:

1. University students, faculty, and staff;
2. Anchor community members; and
3. University outreach services that bridge these two constituencies.

Each of these constituencies, while geographically connected, has different challenges and affordances that make up their cultural landscape.

C.2.a. Landscape of Needs, Challenges, and Affordances: Students, Faculty, and Staff

FVSU is a four-year institution that enrolls 2517 undergraduate and 260 graduate students. Approximately 94% of FVSU students are Black (NCES, 2020), far above the national average (76%) for HBCUs (NCES, forthcoming). FVSU draws 93% of its student body from within the state of Georgia (FVSU, 2020), and due to its location in Georgia's Black Belt, it serves a community wherein education has been persistently underfunded (Georgia Partnership for Excellence in Education, 2021).

Across Georgia, only 38.7% of students at public four-year colleges and 64.1% of HBCU students receive Pell Grants (NCES, 2020). By comparison, 83.75% of FVSU undergraduates are eligible to receive Federal Pell Grants; and the same percentage of the student body receives other need-based financial aid through the Federal/State governments or from FVSU itself.

NOTE: Student data items 4-6 regarding students who are low-income consumers, low-income individuals, and/or receiving unemployment are not available.

The National Center for Education Statistics reports the 2020-21 tuition cost to attend FVSU was \$5,832 for in-state and \$16,554 for out-of-state students. Through the University's three colleges (College of Agriculture, Family Science & Technology; College of Arts and Sciences; and College of Education) there are 27 undergraduate degree programs (varying from Organizational Leadership, to Media Studies, and Agricultural Economics) and nine graduate degree programs spanning topics such as Biotechnology, Rehabilitation Counseling, and Early Childhood Education.

As discussed above, the connectivity gaps on campus are being aggressively addressed through projects currently launching and/or underway. Gaps remain, however, in the skills, device access, and engagement of faculty, staff, and students. Student Life Director Brian Byrd estimates that 40% of the students and 60% of the faculty may have minimal understanding of online tools, with most utilization not extending beyond basic email services. Assessing the extent of those gaps will be a part of the work of this project (see Evaluation, below).

C.2.b. Landscape of Needs, Challenges, and Affordances: Anchor Community

Georgia's state government data indicates that 28% of FVSU's anchor community does not have access to broadband service (2021 *Georgia Broadband Availability Map*, 2021). Almost 45% of anchor community residents who have less than a high school education are without broadband internet. Comparing this to 11.22% of those with bachelor's degrees and the 23.0% of high school graduates (or equivalent), there is a connection between educational attainment and broadband access (and its accompanying increased potential for economic mobility). Even in areas with good connectivity, the cost of the service can be a barrier to in-home broadband access, since 23.7% of the population lives below the poverty threshold (U.S. Census Bureau, 2018b).

The area's high proportion of low socio-economic status (SES) households has a further impact: Those in low SES households are less likely to have at-home access to tablets or desktop/laptop computers (Pew Research Center, 2018); and chances are greater that they rely on smartphones for online engagements much better accomplished on larger screens, e.g., finding job opportunities and pursuing other advancements such as online learning (Gonzales, 2016).

With constrained broadband connectivity and reduced access through limited devices, a significant portion of the population is less likely to have developed the digital skills necessary to leverage broadband connectivity to improve their educational attainment, earning power, and economic mobility (Gallardo et al., 2021). Within the anchor community, 15.89% of workers aged 16 and above are in healthcare support, food preparation, building and grounds cleaning, or personal care occupations (US Census Bureau, 2018a); many of these workers need access to training for new skills in order to attain upward economic mobility, and much of that training now happens online. Thus, a lack of access to technology and digital skills exacerbate the existing limitations to career development and economic mobility.

Research has shown that broadband adoption in rural areas can lag due to disinterest by consumers (Whitacre et al., 2015), but when people in rural communities experience connectivity more often, their likelihood of adopting broadband technology increases (LaRose et al., 2007, 2012), as does their success in economic development (Dickes et al., 2010; Gallardo et al., 2021).

C.2.c. Landscape of Needs, Challenges, and Affordances: University Outreach Services

Communi-versity will focus on Head Start (HS) and Cooperative Extension (CE)—two of FVSU’s programs already established as important bridges between the campus and their census-designated anchor community. The lived-experiences of the participants in these programs can offer deeply meaningful perspectives on the digital divide, and HS and CE program leaders are uniquely positioned to help address challenges both at the University and in the anchor community.

C.2.c.i. The FVSU Head Start and Early Head Start programs support the 2Gen, Whole Family approach of addressing challenges of persistent literacy and wealth gaps across generations (Popkin et al., 2019; Sommer et al., 2020). By organizing programs around a shared responsibility of staff, enrolled children, and their families, HS not only promotes school readiness by building positive, goal-oriented relationships, it also has the opportunity to create exponential impact across generations supported by the 2Gen model.

When the COVID-19 pandemic forced FVSU anchor community families into a virtual Head Start experience, gaps in connectivity and digital skills grew in both visibility and significance. It became clear that many parents/caregivers were limited in their access to the messages, assignments, and activities needed to maintain their children’s full Head Start experience. Several families reported that they had to go to their neighbors’ homes to find access. FVSU Head Start engagement with children plummeted. Even now, the underlying conditions remain. Many parents and caregivers still have limited connectivity, access, and skills that would otherwise allow them to utilize the HS curriculum software for communicating with teachers, checking in on their children’s progress, and enhancing their children’s learning opportunities through accessing online learning resources for home use. Providing opportunities for digital inclusion for these parents/caregivers and their children is critically important.

In addition to providing crucial early childhood education services, Head Start improves conditions for working parents. In FVSU’s anchor community, approximately 9% of children have parents who lack secure employment (Kids Count Data Center, 2019). Research indicates that intensive digital skills are required for 82% of all jobs known as “middle skill jobs”—those which don’t require a college education and pay a living wage (Horrigan, 2018). Therefore, focusing on Head Start parents and caregivers aligns with the NTIA goal of improving remote learning, economic growth, and digital skills.

HS staff and faculty also face barriers in the HS locations:

- Faculty/staff have problems getting and staying connected to the internet—and once they do, the data-transfer speed is often disruptively slow.
- Faculty and staff have varying levels of self-efficacy in digital skills and using online Head Start tools.

Communi-versity activities will pilot improvements at HS centers and evaluate that impact.

C.2.c.ii. The FVSU Cooperative Extension (CE) program provides learning opportunities for those who cannot or do not participate in on-campus classroom instruction. One of their largest programs in the anchor community is serving agricultural producers and owners of small agribusinesses. For these CE clients, lack of connectivity and access to digital tools can mean they are excluded from information and experiences such as accessing USDA loan applications, online drought reports, satellite mapping, and marketing tools that make them more competitive in the 21st-century marketplace and can maximize their earnings. As the agricultural sector becomes increasingly reliant on network technologies, broadband connectivity in rural areas is essential to the operations of farms and to the development of the next generation agricultural workforce (Bedord, 2021; Handelsman & Stulberg, 2016). As a 2019 USDA report explains: “Digital technologies in agriculture...can substantially increase crop and animal yields, improve distribution, and reduce input costs.” Yet without high-speed internet, such technologies can’t be utilized optimally (USDA, 2019). Focusing the propagation of broadband connectivity, access, and skills on ag producers and agribusiness owners is thus squarely aligned with the mission of the CE ANR program and with the NTIA goals of economic development.

D. PROJECT ACTIVITIES

Prioritization of Services and Equipment

The CAB will inform the development of a scoring rubric and required documentation for students and anchor community members to prioritize access services and equipment deployment for all activities. This participatory process will ensure a respectful and equitable approach that is culturally appropriate. The scoring rubric will be fully compliant with the prioritization requirements in the NTIA NOFO. At minimum, students will be assessed first on financial need (based on information to be provided by FVSU Financial Aid Department), and then on access (which will prioritize non-resident students and students who do not own devices).

Anchor community members will be assessed first on lack of access. Additional criteria (such as completing Google for Education training for students, or participating in a Cooperative Extension or Head Start class for community members) may be included in the rubric. Prioritization criteria will be re-examined by the CAB each six months, based on Evaluation reports and usage tracking. All personal data will be collected and stored in compliance with all privacy policies and legal requirements of the federal government and FVSU policies.

Table 9

Milestone	Mo.
Prioritization finalized	2
Review and revise	Ea. 6 mos.

Project activities fall into three categories:

1. A Backbone that underlies and enriches all the other project activities;
2. Building awareness, engagement, and skills for on- and off-campus users (Goal #1); and
3. Extending Broadband Connectivity and Access (Goal #2).

The project will fund a total of 27 new positions: A full-time Project Manager (for 104 weeks), a full-time Project Coordinator (for the final 98 weeks of the project), and 25 FVSU students hired as TechNavigators—eight in the 2nd half of year one, increasing in number over time and reaching 25 employed in the final six months (with a plan described below for sustaining these student positions). In addition, the budget will pay for a percentage of time for several FVSU personnel, such as the Instructional Technology Specialist referenced in several activities below. All activities will be assigned to personnel or contractors as noted in each task.

NOTE: All milestones are scheduled for completion at the end of the month indicated.

D.1. Backbone Activities & Outcomes

Backbone activities provide the foundation for the *Communi-versity* Pilot project, supporting the development and effectiveness of the other activities.

D.1.a. Backbone Activity 1: Convene a *Communi-versity* Advisory Board (CAB)

The 12 CAB members will include two FVSU students, three HS staff/faculty, one EC staff, and six community members who have insights and broad networks across diverse sectors of the anchor community (e.g., teachers, pastors, small business owners, social services providers).

Tasks: *Communi-versity* Key Personnel will identify and recruit people to sit on the board. Based on current knowledge and conversations with their constituencies, the CAB members will contribute to the project decision-making process on a range of resource allocations (e.g., locations for the Community Hubs, when and where training and engagement events should take place, how best to reach different communities, and other planning items). The CAB members will also (i) provide input on the TechNavigator curriculum design (see D.2, below), (ii) review evaluation reports and make recommendations, (iii) provide information about the needs of the constituencies they represent, and (iv) provide other improvement recommendations. In the final six months, the CAB will also provide input and feedback on the five-year Strategic Plan for Broadband Equity to document and build on the project's findings.

The CAB will meet with the project's Key Personnel six times during the first six months, while most of the structural and process decisions are being made, and quarterly thereafter, with two additional meetings inserted into the last quarter (13 meetings total). In the final six months of the project, the Key Personnel will work in two mini-retreats led by a professional strategic planner to outline the five-year Strategic Plan, and will solicit feedback from the CAB during that plan's development.

Table 1

Milestone	Mo.
Initial allocation decisions	2
Evaluation data acted upon	Rolling
Strategic Plan complete	24

D.1.b. Backbone Activity 2: Gather Informal Community Data

In order to support the CAB, surveys and other tools will be created through project partner Georgia College Rural Studies Institute. Data will be collected by students and used as quick "snapshots" of the digital landscape of the anchor community, targeting specific geographic tech use or cultural questions in which the CAB feels they need more insight. This work will complement the formal evaluation processes (developmental, formative, summative) as described in the section: E. Ecosystem Evaluation, below.

Tasks: FVSU faculty in multiple departments will engage their students (as a part of coursework or summer work study assignments) to implement the data gathering. Targeted on-campus departments include those identified as having an intrinsic motivation for the ecosystem's success: Agricultural Science, Family and Consumer Science, Social Sciences, the College of Education and Professional Studies, and Information Technologies.

Data topics will be driven by the CAB requests, but it is expected they will focus on barriers, challenges, and affordances in on- and off-campus broadband equity. Data gathering may happen during the summer session or the regular academic year and will be conducted by phone, staffing tables in the Student Union, attending community events, working with community organizations, and through engaging with constituents via Cooperative Extension and/or Head Start activities. The data will be analyzed by Georgia College Rural Studies Institute and presented to the Key Personnel and the CAB.

Table 2

Milestone	Mo.
Departmental faculty engaged	2
Students perform surveys	4-23

D.1.c. Backbone Activity 3: Establish an Ecosystem Knowledge Base (EKB)

The EKB will be an ever-growing resource which has a public-facing access that provides all users access to “how-to” resources for improving their digital skills and engagement with broadband services. The EKB will have multiple permissions levels, and so can also be used for ticketing (to create, manage, and maintain a list of end-user technical issue reports) to process schedule requests to and from the TNs, and to track outcomes and other notes on trainings and events (entered by TNs).

Tasks: The Project Manager will research and purchase or license a knowledge base management system (e.g. ZenDesk, Zoho Desk). The Instructional Technology Specialist (FVSU allocated employee) will provide training on the knowledge base for the first cohort of TechNavigators (TNs), and the TNs will train future TNs, Broadband Hub site partners, and CE/HS constituents and others on and off campus. The Project Coordinator will populate the EKB with how-tos and other materials that will support the ecosystem.

Table 3

Milestone	Mo.
EKB provisioned	3
User Training	7-17
EKB in use	7-24

D.1.d. Backbone Activity 4: Create and Employ Broadband Engagement Campaign

The FVSU Agricultural Communications staff will work with project leadership to develop and deploy a broadband engagement campaign that will generate interest/engagement in the overall *Communi-versity* initiative and build campus and community awareness around specific events.

Tasks: Staff will develop a plan with objectives, activities, tone/approach and a timeline. Once complete, the staff will begin to develop campaign concepts, content, and preliminary designs, and then set the designs, and create, and produce the materials. These communication pieces will then be integrated into the Digital Skills Curriculum (see D.2, below) and added to the EKB for messaging consistency when interacting with end-users. Materials will be distributed to campus and community stakeholders involved in disseminating the information according to the communication plan.

Table 4

Milestone	Mo.
Plan approved	2
Materials posted/delivered	3-onward
Engagement events	4-22

D.1.e. Backbone Activity 5: Acquire and Deploy Google Workspace for Education (GWFE)

GWFE collaborative tools will allow FVSU students to develop their cloud skills for future workforce needs while supporting more robust learning opportunities; provide equitable access to campus resources for off-campus students; and create an onramp for faculty to engage with digital technologies. The analytics data will help further digital inclusion.

Tasks: The *Communi-versity* Instructional Technology Specialist will purchase a GWFE account for each FVSU student (with accompanying free faculty and staff accounts). TechNavigators will complete Google Educator certification and prepare to train and support others using the suite. Functionality highlights of GWFE will be integrated among the Engagement Campaign materials, emphasizing the ability for on- and off-campus students to collaborate virtually. The FVSU Tutoring Center will be engaged to integrate GWFE apps, helping to provide equitable access to tutoring for students who live off campus. The FVSU Faculty Professional Development Center will be asked to employ G-Suite tools in order to increase faculty use of the services GWFE affords.

Table 5

Milestone	Mo.
Accounts set up	2
TNs certified	7, 12, 17
GWFE integrated	7-onward

D.1.f. Backbone Activities Outcomes

→ Community input is reflected in all critical program decisions; → Non-resident students have more equitable access to campus resources; → Students, faculty and staff increase their awareness/appreciation of, and skills in cloud technologies; → People on campus and in the anchor

community increase their broadband awareness, knowledge, and engagement; → Students build workforce skills through real-life projects; → Students increase broadband-supported off-campus learning activities through GWFE → FVSU builds infrastructure and content for supporting digital skills and increased broadband services on campus and in the community; → FVSU has a detailed picture of the challenges, affordances, barriers, and opportunities for broadband connectivity and access in the anchor community; → FVSU has additional information on user needs and outcomes for continuous improvement and evaluation: → FVSU has a five year Strategic Plan for Broadband Equity.

D.1.g. Backbone Activities Sustainability

→ The Ecosystem Knowledge Base will be adopted by the IT department and available to on- and off-campus users for supporting broadband access and digital skills; → GWFE is available to all students and faculty (via the low cost or free version); → TN's will continue to be certified as Google educators.

D.2. Awareness, Engagement, and Skills (AES) Activities & Outcomes

These activities are focused on achieving *Communi-versity* Goal #1: Provide on- and off-campus supports and activities focused on increasing digital skills and accessing broadband services through an innovative, sustainable approach to University and anchor community engagement. The heart of *Communi-versity* is the innovative approach to improving broadband services, awareness, and adoption along with necessary digital skills through parallel channels:

1. Two well-established FVSU community engagement programs that connect the University and the anchor community: Head Start and Cooperative Extension.
2. A new corps of FVSU students trained and deployed on campus and in the anchor community as TechNavigators who build awareness of, and training in, digital skills.

These two groups will connect with students, faculty, staff and anchor community residents (henceforth all referred to as "Activity Participants") at a variety of project-initiated Broadband Hubs (see D.3. Activity 2, below) and/or other community pop-up locations with the support of the Mobile Broadband Training Units (MBTUs) (see D.3. Activity 3, below). To mitigate barriers to participation and promote inclusion, shuttle buses will transport Activity Participants to *Communi-versity* related events, and child care services will be provided on-site.

D.2.a. AES Activity 1: Engage the Anchor Community Through Cooperative Extension and Head Start programs

Cooperative Extension (CE) and Head Start (HS) staff and faculty already initiate and lead training sessions and other activities to support the needs of their specific constituencies. Now, as integral parts of the *Communi-versity* ecosystem, they will be supported as they improve their services and impact by integrating or expanding their use of digital technologies. (Note: In addition to the agricultural and family/caregiver content-specific digital skills building discussed in this section, general digital skills for these constituencies are discussed in section D.2, Activity 3, below.)

D.2.a.i. Community Extension (CE) Training Experiences. CE work focuses on four program areas—one of which is Agriculture and Natural Resources (ANR), which will be targeted in the *Communi-versity* Pilot activities. ANR focuses on supporting agricultural producers of food and fiber, assisting them in producing crops for renewable energy and encouraging resource conservation. CE works with landowners to improve existing enterprises and to launch new endeavors for farm income expansion and diversification. As discussed in C.2.c.ii Justification (above), many agricultural producers could streamline their processes and increase their income by building their digital skills.

Tasks: The Instructional Technology Specialist works with the Executive Director and participating faculty to determine appropriate training and other useful resources for their ag producer/agribusiness clients, including:

1. Key software that supports agriculture and agribusiness (e.g., QuickBooks, Excel, AutoCAD).

2. Specific online resources that enhance productivity and economic mobility for this and adjacent sectors (e.g., USDA online loan applications).

The Technology Specialist provides training (through group events and 1-to-1 sessions) for participating CE faculty (as needed) and their clients. CE staff works with the Project Manager to schedule *Communi-versity* related events, transportation for constituents, and on-site childcare.

D.2.a.ii. Head Start (HS) Training Experiences. FVSU Head Start serves 727 families through 16 facilities across FVSU's service region. Head Start (HS) programs provide early childhood education services to children ages three to five (HS), and zero to three (Early Head Start) who are experiencing homelessness, living in foster care, or whose families are eligible for Temporary Assistance for Needy Families (TANF) or Supplemental Security Income (SSI). Enrolled children and their families benefit from a variety of services in the areas of health, education, nutrition, and social interactions. Combining (i) the project's goal to pilot an ecosystem of support with (ii) the geographic boundaries of the NOFO-defined anchor community has led project leadership to focus this Pilot on three Head Start Centers within the University's larger Head Start/Early Head Start system (specific centers to be determined with input from the CAB).

Tasks: FVSU IT staff and TechNavigators will provide technical support and training to Head Start staff and faculty. HS staff and faculty will continue to offer the services and programs they are already providing and enrich them by:

1. Building broadband awareness and engagement by demonstrating online resources that can help parents/caregivers enrich their educational interactions with their children; and
2. Increasing parent/caregiver understanding of HS curriculum software and how it can enhance their children's learning experience.

HS staff will work with the Project Manager to schedule *Communi-versity* related events and coordinate transportation, and on-site childcare.

Note: TechNavigators (described below) will be available as additional support in CE and HS group trainings (e.g., CE staff provides training on how certain online resources can improve ag producer productivity, while TNs provide additional support on navigating those resources or using devices more effectively.)

Table 6

Milestone	Mo.
Select HS and CE centers to be Broadband Program Hubs	2
Identify key CE/HS software and online resources	2-onward
CE/HS staff and constituents receive training	8-24

D.2.b. AES Activity 2: Recruit and Train a Corps of TechNavigators (TNs)

This corps of FVSU students will be recruited and trained to help campus and anchor community participants increase their use of broadband, improve their digital skills, and overcome barriers to adoption, on and off campus. The first cohort of TNs will be ready to begin their work with Activity Participants in the spring of 2022.

D.2.b.i. Creation of Training Curriculum. TN Training will build digital skills including basic computer troubleshooting, Google Workspace for Education tools, and Office 365. Additionally, soft skills such as communication, information literacy, and critical thinking will be integrated. TN training will also allow for enough familiarity with key CE and HS software and online resources to provide tech support to Activity Participants. Portions of the curriculum will also be used by TNs when providing training to their Activity Participants. Based on the prioritization criteria (p. 10, above) TNs are likely to possess varying degrees of digital, communication/coaching and other skills. This diversity will be taken into consideration, and a modularized curriculum will provide options for "testing out."

Tasks: The Project Manager will work with the CAB and the Instructional Technology Specialist to develop learning objectives. The curriculum will be drafted through a collaboration between the Georgia College Rural Studies Institute and the Instructional Technology Specialist, and

then shared with stakeholders for their review and feedback. Once the curriculum is finalized, it will be added to the Ecosystem Knowledge Base.

D.2.b.ii. Recruitment. The TN selection process will be developed by the project Executive Director and Co-Director and will be compliant with all federal and state hiring requirements, FVSU HR policies, and the CAB-approved prioritization rubric for access services and equipment deployment (p. 10, above).

Tasks: Recruiting announcements will be made campus-wide through multiple channels. In addition, the Project Manager will collaborate with the faculty from the Family and Consumer Science, Graduate and Undergraduate Education, Agricultural Science, Information Technology, and Mathematics and Computer Science Departments to reach their students. TNs will be recruited in three separate cohorts—eight during the spring and summer of 2022, seven in the winter of 2022, and 10 during the summer of 2023.

D.2.b.iii. Training. Each TN cohort is provided with 80 hours of training, including 3 hours for completing GWFE online training to become Educator Level 1 certified. TNs will also have the option to take the Google Educator Level 2 certification. If a TN should leave the project, another student will be trained in their place, maintaining the necessary number of TNs in the corps. The IT help desk team in the University library will collaborate with the TNs—cross-training them on campus resources (e.g., the D2L learning management system), and supporting broader efforts in broadband awareness training. In the event of a request for support on an issue TNs are not prepared for when training Activity Participants, the TN will escalate the problem to the Instructional Technology Specialist. TNs are paid for all training hours.

Tasks: The first TN cohort is trained by the Instructional Technology Specialist, with subsequent cohorts being trained by, and paired for mentoring with, the existing TNs (with Instructional Technology Specialist oversight).

Before TNs begin to engage with Activity Participants, and then again at the 2-month mark of deployment, the TNs and stakeholders/constituents that they have engaged with will report on their experience to date. Through a collaboration of the project Executive Director, Project Manager, and Instructional Technology Specialist, process and curriculum adjustments will be made, if appropriate, before the next cohort of students is added to the TN corps.

Table 7

Milestone	Mo.
Navigators trained/certified	7, 12, 17
Services provided	8-24
Internship course approved	22

D.2.c. AES Activity 3: Provide Support and Digital Skills Training Via TechNavigators

A wide range of Activity Participants on campus and in the anchor community will be supported by TN services (e.g., small businesses, student peers, agricultural producers, families, program staff, and FVSU faculty). Some activities will be led in pairs and some singly. TNs will:

1. Lead group training events on digital skills for up to 20 people. These sessions will be held on campus and at all 10 Broadband Hubs (See D.3 Activity 2, below). They will utilize customized versions of the TN curriculum modules and will introduce users to the EKB for self-help.
2. Support the affinity-specific group training events led by CE and HS staff (Activity 1, above), acting as class Teaching Assistants in technical areas.
3. Engage Activity Participants 1-to-1 through scheduled help desk hours. Help desk shifts comprise the greatest proportion of TN project hours—with the TNs providing individualized support to Activity Participants, helping them with their specific technical challenges and building their digital skills. TN help desk hours will be scheduled to take place on campus, at all 10 Broadband Hubs across the anchor community, and at on- and off-campus events supported by the Mobile Broadband Training Units (MBTUs).

The TNs will customize their training based on the current skill level and needs of each audience—ranging from basic computer skills (using a mouse, adjusting the cursor speed, using a tablet), to

simple online actions (getting email, watching online videos) to utilizing higher-level applications software (online calendars, video calls, cloud-based tools, word processing, and spreadsheets). TNs will also advocate for engagement with, and adoption of, broadband services at all training and engagement events—investing Activity Participants in the project goals with a brief description of the *Communi-versity* program and the potential positive impact of increasing digital inclusion in the anchor community.

Tasks: Led by the Project Manager, TNs receive support from the full-time Project Coordinator who schedules their time and supervises their transportation via a University van. The Project Coordinator also curates online resources to build the Ecosystem Knowledge Base (EKB) and serves as the communication point for project stakeholders requesting to schedule training/engagement events or help desk hours with the TNs. The Project Manager orders and takes delivery on tablets for each TN; the Project Coordinator distributes the tablets to the TNs. TNs will use their tablets to interface with project tools such as the EKB, check their assignments from the Project Coordinator, respond to ad hoc questions from community members with whom they’ve interacted, and capture data on training/engagement events. The Coordinator will also have a tablet to communicate with the TNs and access the EKB. Tablets will be reassigned as TNs rotate out of the program. The TNs contribute to the data gathering for the Pilot by carefully recording pertinent facts and observations related to all training and engagement events (e.g., attendance numbers/audience segment, key learnings/perceptions, Activity Participant feedback via survey results, and any suggested action steps).

The TNs gather feedback after every training/ engagement event and help desk interaction. They use an app on their tablet to enter the information through the ticket-tracking function of the EKB. The Project Coordinator will oversee the collection of that data. At training events taking place at Broadband Hubs, the TNs will encourage and facilitate the checking-out of available laptops and hotspots. TNs are responsible for the set-up and tear-down of equipment at all events and help desk sessions.

D.2.d. AES Activity 4: Execute Formal and Informal Engagement Events

There will be 15 TN-led engagement events within the anchor community (supported by Mobile Broadband Training Units with satellite-provided connectivity) to build awareness of, and encourage engagement with, *Communi-versity’s* services and activities. Each community engagement event involves at least two TNs—possibly more, depending upon anticipated attendance. In addition, TNs will lead smaller campus pop-up events (e.g., presenting to a class, staffing a table in the student union, and other effective ways to reach students, faculty, and staff).

Tasks: Engagement materials are created by the FVSU Ag Communications Department (see D.1 Activity 4, above), and the Project Coordinator delivers them to sites and community leaders to distribute to their constituencies.

The Project Manager will work with the CAB and on-site representatives (site reps) to determine optimum themes, places, and times for major community engagement events (e.g., tours, “tech fairs,” K-12 field trips) and smaller pop-up engagement events.

Table 8

Milestone	Mo.
Engagement materials created	6
Engagement events	rolling

D.2.e. AES Activities Outcomes

→ HS and CE faculty and staff and Activity Participants on and off campus increase their digital skills and broadband self-efficacy; → Activity Participants increase their knowledge of/access to online resources that build workforce skills; → Students and community members increase their engagement with broadband services; → The anchor community builds their capacity for digital inclusion and economic growth; → A self-sustaining cadre of TechNavigators is established, and those students build self-efficacy as digitally proficient pre-professionals while fostering the same in others on campus and in the community.

D.2.f. AES Activities Sustainability

→ During the project, FVSU will begin the process of developing a credit-bearing internship course that will continue recruiting and training students as TNs; → The Strategic Plan will include other avenues for expanding the TN corps, such as creating a 4-H service program (part of Cooperative Extension) for Junior TNs; → Peer-mentoring and training allows for IT staff amplification at a very low cost; → The TN curriculum and other how-to resources remain as assets; → Extension staff and Head Start faculty and staff will be fully prepared to continue leading training sessions.

D.3. Expanding Broadband Connectivity and Access (EBCA) Activities & Outcomes

The following activities align with *Communi-versity* Goal #2: Provide robust, reliable, and geographically dispersed broadband connectivity and access that supports teaching, learning, and economic development across the FVSU anchor community.

Though no formal assessment has yet been conducted on the actual number of digital devices owned by students (but will be during this project), estimates from FVSU administration indicate that fewer than half of FVSU students have personal laptop or desktop computers. Many students most typically use the computers in on-campus labs (as demonstrated by the spike in numbers in the labs during midterms and finals). However, this can be more difficult for non-resident students.

To address the digital access gaps on campus and in the anchor community (as described in C.2. Needs and Challenges, above), a total of 1,375 digital devices (laptops, hotspots, and cell boosters) will be made available. The devices will be geographically dispersed and used in a range of applications (e.g., remote learning, online access to farm and small business support tools, engaging in interactive Head Start activities, completing and posting FVSU class assignments, virtual study groups, activities at outreach events).

Table 10 - Device and Deployment Overview (See budget justification for complete and detailed list.)

Device	#	Deployment
Laptops	760	Loaned to students per academic year.
Hotspots	100	Loaned to students per academic year.
Cell signal boosters	75	Loaned to students per academic year.
Laptops	150	Loaned on a month-by-month basis to community members.
Hotspots	40	Loaned on a month-by-month basis to community members.
Laptops	250	Permanently housed at Broadband Hubs to be used for digital skills training and available for walk-in users when not in use for a class.
Laptops	20	Permanently assigned to a Mobile Broadband Training Unit for use in classes and engagement events.

D.3.ii. EBCA Activity 1. Acquire, Configure and Deploy Devices for Broadband Access for Students and Community

Tasks - Supporting Student Users: The Project Manager will purchase and take delivery on devices to be loaned to FVSU students. The devices will be provisioned by TNs and are configured as other FVSU-owned technology: Security software is installed and users are not given administrative access. These devices will be checked out to students for the duration of their enrollment during the full academic year (and through summer session, if registered). Near the end of the school year, students will be automatically prompted to back-up their files to their Google accounts, with technical support from the TNs if needed. When the year ends, TNs will collect the devices and re-provision them over the summer. (Enrolled summer school students keeping their computers through the summer will be scheduled for a maintenance check-in.)

Tasks - Supporting Community Users: The Project Manager will purchase and take delivery on digital devices and will work with the Supervising Engineer to spec, order, and take delivery on large display devices to be used for digital training events (see D.2, above, for more on events).

The Project Coordinator will work with the site rep at each Broadband Hub to determine where the equipment will be securely housed on-site when not in use and deliver all equipment to each location. TNs will offer classes and help desk support to anchor community members (as described in D.2, above).

Table 11

Milestone	Mo.
Devices purchased	6
Devices configured and delivered to BHs and TN Center	7

D.3.iii. EBCA Activity 2. Establish 10 Satellite-Supported Broadband Hubs

Ten Broadband Hubs (BHs) will be established, located geographically spread across the anchor community, prioritized to specifically target connectivity “deserts,” with very little or no cellular or other connectivity available. BHs are currently budgeted to employ satellite technology to provide broadband connectivity, but the initial assessment of the anchor community will surface the efficiency of satellite vs. fiber or other options once each BH location is selected and options are identified. BHs will be used as a pick-up and drop-off point for devices checked out to the community.

The Broadband Hubs (BHs) fall into two categories:

1. Broadband Community Hubs

Four Broadband Community Hubs (BCHs) will be situated in community buildings (e.g., library, community center, town hall). BCHs will be established with a contract and small monthly stipend toward covering costs such as locally available staffing to open and monitor the facility, increased electrical costs, etc. Each BCH will have a dedicated, 20-station digital classroom, for digital skills classes (led by TNs) and community drop-in use and a digital projector and screen. Activity Participants may also bring their own device and access the Wi-Fi. Each BCH will have regular, posted help desk hours, staffed by TNs. Anchor community members will be invited to book this room for activities (e.g., virtual book clubs, webinars, skills training) with or without TechNavigator support by contacting the Project Coordinator. Outdoor Wi-Fi WorkStations with seating areas will provide 24/7 connectivity.

2. Broadband Program Hubs

The six Broadband Program Hubs (BPHs) are situated in buildings already housing one of the two targeted FVSU programs: Cooperative Extension (CE) and Head Start (HS). TNs will staff the BPH help desks and lead digital skills training to serve the full anchor community. Other training events will be part of the ongoing work of the CEs and HS faculty and staff, as they infuse more digital devices and uses into their work with their constituents. Users in these locations will be able to bring their own device, or check-out and use laptops in available workspaces, checking them back in before they leave. Classroom equipment includes a large format monitor. After-hour connectivity includes no outdoor seating, but users can access Wi-Fi from the parking lot 24/7.

While the scope of the Pilot limits the ability to extend fully provisioned, respectful access 24/7, these external stations will provide a starting point to ask for community input on a plan that meets their needs, and use that information to ensure a trauma-informed, dignity-centered Strategic Plan for Broadband Access. Since these 10 Broadband Hubs cannot provide convenient access and training to all residents of the anchor community, Mobile Broadband Training Units will increase inclusion in other remote areas (described in D.3, Activity 3 below).

Tasks: Within the first six weeks of the project, Key Personnel and other staff will work with the *Communi-versity* Advisory Board (CAB) to identify optimum community sites as potential BCHs

and BPHs. The Executive Director and Project Manager will negotiate a minimum two-year commitment from the owners of each site.

The Project Manager will order and take delivery of devices (classroom and loaner) for all BHs, and the Project Coordinator will deliver all hotspots and configured laptops. The Supervising Engineer will lead the design/installation of connectivity technology and digital classroom equipment. CE/HS Staff and/or TNs will loan out devices to community members. Project Manager will initiate the satellite service subscriptions.

Table 12

Milestone	Mo.
All BHs identified	2
Broadband technology installed at BHs	6

D.3.iv. EBCA Activity 3. Provision and Deploy Four Mobile Broadband Training Units

Four Mobile Broadband Training Units (MBTUs) will be each equipped with satellite broadband connection, 20 laptops, and Wi-Fi access points to support additional areas of the anchor communities. MBTU events will often employ 2-week residencies at community locations that have no-or-limited connectivity (e.g., libraries, community centers, or churches) where the units support multiple activities including training and awareness events. (See D.2., Activity 3, for details.) MBTUs will also be deployed for shorter pop-up training and engagement events, responding to community requests for attendance at school fairs, farmers' markets, public library events, and other community gatherings. Outdoor Wi-Fi will be available near the MBTU during residencies, 24/7. The MBTUs will be deployed with trained staff that includes TechNavigators and may include CE/HS staff (see D.2, Activity 3, above).

Tasks: The contracted Supervising Engineer will order and take delivery on four Ford Transit vans and lead the process of provisioning each van with the equipment necessary to provide satellite broadband connectivity and create a digital classroom.

A digital projector and screen will also be housed in each MBTU. The Project Manager will initiate satellite service before the MBTUs are deployed.

Table 13

Milestone	Mo.
Vans purchased	9
Satellite technology installed	11

D.3.v. EBCA Activity 4. Provision and Deploy On-Campus TechNavigator Center and Training Event Classrooms

The TechNavigator Center is a dedicated space on the FVSU campus. It houses the Project Manager and Project Coordinator offices, and a TechNavigator help desk to support students and faculty (scheduled and walk-in). Additionally, it will provide a space for project team meetings and laptop configuration, and becomes the pick-up point for loan-out devices: Laptops to students, and hotspots and signal boosters to non-resident students. Training and engagement events will be held in classrooms on campus, reserved when needed.

Tasks: The Supervising Engineer will order and take delivery of digital equipment and lead installation of the specialized help desk. To schedule training and engagement events, the Project Coordinator will work with administration to determine the availability of classrooms and assign them.

A video screen, digital projector, and 20 laptops are housed in the TechNavigator Center. When needed for training and engagement events, TNs will set up and take down all equipment in classrooms and other on-campus locations

Table 14

Milestone	Mo.
TN Center configured (offices)	6
Help desk installed	6

D.3.vi. EBCA Activities Outcomes

→ Opportunity gaps will be mitigated by increasing the number of students and anchor community members with broadband access and connectivity through the provision of laptops, hotspots, and boosters; → Enhanced digital skills and increased access through digital devices will contribute to educational advancement and workforce skills development for students; → Awareness of, and engagement with, broadband services will be increased; → Economic mobility will be fostered by providing broadband access, training, help desk services, and access to digital devices.

D.3.vii. EBCA Activities Sustainability

FVSU retains ownership of all devices and digital infrastructure.

Table 15 - Project Timeline Overview

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Information gathering, planning	X						X	X
Purchase/configure/deploy equipment	X	X	X	X	X			
Hire/train/equip TechNavigators		X		X		X		
Curriculum & resource development/revisions	X	X		X		X		X
Support students and community members			X	X	X	X	X	X
Develop Strategic Plan for Broadband Equity							X	X

NOTE: Please see additional Milestone detail in Activities, above.

E. ECOSYSTEM PROGRAM EVALUATION

FVSU is partnering with Urban Research Strategies & Logistics (URS&L) in its work to close gaps in the digital divide that necessarily addresses historical racial disparities and broader equity-based transformations in the rural economic ecosystem. These partners will work in close collaboration with frontline staff, Fort Valley community members, and stakeholders.

Evaluator antwuan wallace (URS&L Chief Executive Officer) is a 2020-2022 Robert Wood Johnson Health Equity Fellow. He previously held appointments at The National Academies of Sciences (NAS), The National Science Foundation (NSF), the Berkman Klein Center for Internet and Society—Harvard University, the Center for New York Affairs, the Community Development Finance Lab, and most recently as a Research Advisor for Community Engagement at Maryland Institute College of Art (MICA), Research and Graduate Studies. Currently, he serves as a Chief Executive Officer of National Innovation Service (www.nis.us). He volunteers as a US Department of Commerce, National Telecommunication Information Agency (NTIA) broadband grant reviewer for Tribal Grants. In previous appointments, antwuan was a contributing author to The National Academies' "Information, Communication Technology, and Peacebuilding," The National Science Foundation's "Broadband 2020: Ten Year Funding Review," and Berkman Klein Center for Internet and Society—Harvard University "Next Generation Connectivity" report to the Federal Communication Commission.

This evaluation examines three categories of Digital Inclusion initiatives on and around FVSU intended to address, close, and mitigate lingering aspects of the US digital divide; and to elevate and accelerate socioeconomic categories across an intersecting techno-social and geospatial footprint (i.e., anchor community) in Fort Valley, GA. The University initiatives will offer free and/or low-cost services as described in D.2 and D.3, above. The technological investments in infrastructure will enable human-centered design approaches that will have proximal (near-term) and distal (longer-term) impacts reflected in geospatial access, adoption, utilization, and adaption of available broadband-enabled technologies. These will be examined across at least three domains: 1. the University level 2. the participation level (student, faculty, parent/caregiver, child, and residents) and

3. the community level. This evaluation seeks to surface “mezzo-level” data emergent at the intersections of the FVSU student and faculty, and the FVSU anchor community when fueled by broadband-enabled technologies. Given the complexity of multimodal digital infrastructure investments as well as a range of potential and intended end-users, this evaluation design leverages a mixed method approach to capture the ecosystem framework.

This evaluation is placed into three phases 1. Developmental (6 months); 2. Formative (10 Months) and 3. Summative (8 Months) and seeks to systematically sort and order emergent data to locate early signals as potential units of measurement. This evaluation offers that learning around a more interesting line of query, if the income access/use relationship differed by race and/or ethnicity, and if so, why? The case as to why race or ethnicity, beyond its link to income, is important in the digital divide wants investigation. Thus, it seems important to focus on the relationship between class and digital access, as well as race or ethnicity, to achieve a baseline. This evaluation will work with FVSU and its stakeholders to establish a sample frame for recruitment of a treatment, and a comparison group of similarly situated families and households (parents and children, students, nonstudents, senior adults).

This evaluation will be divided across the paced evaluations noted above into five tasks:

1. A Systems Audit
2. Quantitative Data Collection
3. Qualitative Data Collection
4. CoDesign Workshops for System Transformation, and
5. Community Engagement and Accountability Feedback Loops.

The project draws on established digital divide and digital inclusion cannon to offer exploratory research which included a review of existing community-based participatory research around safety and thriving in Black and Brown communities (Buxton et al., 2021).

Outputs. The evaluation will detail innovation, thereby contributing to academic literature and governmental knowledge products providing distinct learning for the role of an HBCU as an anchor institution. In addition, the geospatial broadband infrastructure and design in the US rural south provides an opportunity to learn what protective factors a US federal generational investment in technology and human infrastructure might surface and afford against the backdrop of structural marginalization.

E.1 Developmental Evaluation (6 months)

Task 1.1. Conduct FVSU Systems Audit to Measure Backbone Activities 1- 4. The evaluator will (1) Conduct a review (audit) of select FVSU policies, systems, data sets, and activities/materials as they relate to their experiences, needs, and priorities with respect to broadband-enabled access through a racial equity lens; (2) Engage priority stakeholder groups in supplementary interviews to collect additional context/information to complement those materials submitted for audit; (3) Provide a high-level overview of key findings across data types/stakeholder groups; (4) Identify key areas of intervention to drive system-level change; and (5) Develop/Design an aligned/targeted evaluation of the Strategic Plan for Broadband Equity.

This evaluation work will focus on providing FVSU with: (1) Comprehensive data review (qualitative and quantitative) that centers lived-experience of digital divide within the anchor community (Head Start households, ag producers, agribusiness owners, and comparison groups) and lived-experience of FVSU institutional knowledge (students, faculty, frontline staff); (2) Evidence-based, proximal, mezzo and distal actionable recommendations; and (3) A clear pathway for implementation.

Task 1.2. Quantitative Data Collection Methodology. Within the formative evaluation, the activities will seek to measure impact using a deductive approach to conceptualizing what is evaluated and measured. This evaluation will leverage the phenomenological aspect of COVID-19 to design quasi-experimental methods to explicitly seek and surface generalizable models that standardize indicators in order to make cross-site comparisons and aggregate data to determine cumulative effects. The quantitative data will be foundational to exploring sources of variation necessary to establish relationships (correlation) within and across groups (students, faculty, staff, families with early-childhood-age children, small/family-owned ag producers, agribusinesses).

Task 1.2.1 Survey Methodology. In partnership with FVSU, this evaluation will develop a sample frame to provide a pre-intervention baseline of quantitative data. Using a randomized sample, the evaluation team will provide a multigroup pretest and posttest of the respondents (students, faculty, staff, families with early-childhood-age children, small/family-owned farms) that will be recruited and selected to participate in the survey to measure **EBCA** activities 1-4 that provides construct validity of causes and effects. Additionally, baselined self-report needs assessment data will be collected to understand ways participants expect to benefit. Potential nominal categories may include increased broadband-enabled internet connectivity (multimodal preferences for online tasking) and skills (opening an online banking account; using software for accounts tracking), self-efficacy (ability to help children with online homework assignments; ability to fill in online USDA loan applications). The evaluation team will estimate means to navigate trade-offs in validity across non-equivalent groups to provide generalizable findings.

E.2. Formative Evaluation (10 months)

Task 2.1 Data Collection: Marginalization in Expert-led Research to Measure EBCA Activities

1-4. Engaging in participatory led work is neither simple nor easy; rather it is relational, dynamic, and fluid. Any research or design process will undoubtedly fall somewhere on a spectrum between clinical orientations that ignore participants, thereby excluding them from leadership and participation to actively deferring to participants, by fully ceding decisional authority to advance the research objectives. Processes that ignore and exclude participants from research, contribute to further marginalization, whereas processes that actively seek to defer to people contribute to their empowerment.

Task 2.2 Qualitative Data Collection Methodology. The number of observations (n) size of this research varies greatly depending on the evaluator's ability to develop meaningful partnerships with organizations who can lead outreach, secure recruitment and stand-up qualitative research events. In our current projections, we are contending with an n that might land between 80-130. Given the current economic precarity and local impacts of the global COVID-19 pandemic, this level of variability has particularly acute impacts upon community-based research requiring substantive efforts and material resources to ensure partners are supported to deliver high-quality research.

This form of participation is *representative*, in the sense that it goes further to involve the community in the definition of their needs and offers defined forms of decision-making and prioritization. Representative participation still imbues practitioners with the power of choice architecture, by structuring the decisions that communities can make.

The evaluator considers this form of participation as *transformative*, as it seeks to undo the hierarchy of researcher and subject by fully ceding decisions about research and design priorities to communities. **Transformative participation is a form of distributed power-sharing where relationships between institutions and the people they aim to serve are formalized to enable functionally democratic decision-making.** In transformative participation, people define the end-to-end vision for research and design priorities and can direct resources to pursue them. Taken this way, transformative participation is not meant to describe a dynamic where practitioners are no longer needed, but rather one in which they are truly and wholly led by the people who intend to

benefit from the research or design, offering expertise as facilitators and technical experts. For the evaluator, transformative participation is the desired form of engaging with communities, as it counters the power imbalances rampant in research and design processes by centering equity and ceding authority. It should be noted that this is a dynamic and fluid framework and that a research or design process may necessarily include multiple forms of participation.

Task 2.2.1 Focus groups. The evaluation team will conduct focus groups with key respondent groups (students, staff, faculty, Head Start teachers, agricultural producers, Cooperative Extension staff, families with early-school-aged students, and other community stakeholders and end-users); leadership (local and regional nonprofit organizations as well as small businesses to include technical assistance providers); and stakeholders with lived-experience, subject matter expertise in challenges and barriers to accessing technology (see AES 2-3). Focus groups will provide the opportunity to explore confirmation and variation in baseline survey data to present thematic content analysis within and across groups who interface with the technologies. The evaluation team will construct a codebook and conduct data coding to produce thematic content analysis to describe the AES (3-6).

Task 2.2.2 Interviews. From the focus group participants, the evaluation team will conduct in-depth key informant interviews with students, faculty and staff as well as families with early-school-aged children who are currently doing formal and informal work around digital divide and/or digital inclusion within and across the anchor community. Interviews will provide comparative qualitative data to the thematic data provided in focus groups while further interrogating and explaining quantitative variables in survey data. In depth interviews will provide participant level data and effects of the digital ecosystem programming aimed to measure AES activities 1-4.

E.3. Summative Evaluation (8 months)

Task 3.1. Conduct Summative Quantitative Research. Central to this stage of research is how to measure the outcome of learning and expand understanding on the related concepts of broadband-enabled technological access, use, adoption and adaption in formative testing and how to leverage testing for learning.

Task 3.2. Posttest (Exit) Survey. This evaluation will provide a post-facto survey to baseline broadband-enabled access across categories of learning and activities to establish parameters to demonstrate progress towards, and achievement of, stated programmatic goals. In particular, this study seeks to draw distinctions indicated in previous research wherein preschool-aged children came in contact with an abundance of media which influenced their academic and social behavior (Ahinda et al., 2014). This evaluation employs the use of the ex post-facto research design because it studies a cause after its influence has been exerted on another variable (Ahinda et al., 2014) and will make a conscious effort to gather accurate data and to synthesize information on observable effects of technology (to include the internet and educational tools) on academic performance and language acquisition.

Task 3.2.1. Outcomes and Measures. Through a snowball sampling, the evaluators will host three (3) Participatory Design (PD) workshops with no more than 10-12 participants that will provide the opportunity to lay a foundation for measures of success and principals that scaffold indicators and metrics. There may be a need for data sharing agreement for research administration. The animating questions for the PD workshop are two-fold: 1. What might we get during a workshop? (e.g., network map; cross-functional reporting/communications; What metric indicates future success?); and 2. What information will surface as we look at measures of success collaboratively? We anticipate understanding decision-making structure (collective impact vs central authority; network vs system); gaps in measures through data collection; regional planning activities for community-based organizations.

Task 3.3. Development Measurement Framework

Embracing the limits of community-based research means, in practice, we facilitate a series of collaborative sessions around the development of research protocols with each partner organization. We provide a scaffold for the sessions by delivering a set of core questions pulled from the initial research framework about constructions and definitions of community, and mechanisms for community power and empowerment when engaging broadband-enabled technologies.

Task 3.4 Drafting Learning Briefs and Final Report: Collective Case Studies

Learning briefs will provide empirical evaluation presented as popular education tools that make evaluation and measurement accessible and accountable to lived-experience of digital divide impacts. Collective case studies are the basis for analysis and comparison of FVSU broadband infrastructures and ecosystems approaches to providing DI and the provision students, faculty, staff, community stakeholder, and families with broadband-enabled internet access.

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Certification regarding Compliance with Statutory and Programmatic Requirements

[To be completed and submitted by each applicant as part of its application and by each grant recipient on an annual basis thereafter, within 30 days after the end of each Federal fiscal year in which grant funds are available, pursuant to the requirements in 47 C.F.R. § 302.8.]

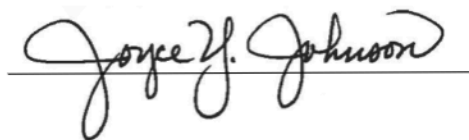
On behalf of Fort Valley State University, I, Joyce Y. Johnson, hereby certify that my organization complied with the required statutory and programmatic conditions in submitting its application. I further certify that my organization is in compliance with the requirements regarding eligible uses for grant funds listed in 47 C.F.R. § 302.7, including the following statutory prioritization requirements:

1. *Student priority for the provision of broadband services, devices, and equipment.* The HBCU, TCU, or MSI applicant must certify that if it receives a grant under this part to provide broadband internet access service or eligible equipment to students that it will, as a condition of that grant, prioritize students in need, in accordance with the following criteria:
 - a. Students who are eligible to receive Federal Pell Grants;
 - b. Students who receive any other need-based financial aid from the Federal Government, a State, or the eligible recipient;
 - c. Students who are qualifying low-income consumers for the purposes of the program carried out under 47 C.F.R. part 54, subpart E, or any successor regulations;
 - d. Students who are low-income individuals as that term is defined in section 312(g) of the Higher Education Act of 1965 (20 U.S.C. 1058(g)); or
 - e. Students who have been approved to receive unemployment insurance benefits under any Federal or State law since March 1, 2020.
2. *Prioritization of students and patrons without equipment and/or broadband access.* Any recipient that lends or provides eligible equipment to students or patrons must prioritize the lending or providing of such equipment or devices to students or patrons that the recipient believes do not have access to such equipment.

I agree that, if I or my organization knowingly provide false or inaccurate information in this certification, the organization shall:

1. Not be eligible to receive the grant under 47 C.F.R. Part 302;
2. Return any grant awarded under 47 C.F.R. Part 302 during the time that the certification was not valid; and
3. Not be eligible to receive any subsequent grants under 47 C.F.R. Part 302.

Signature of Authorized Organization Representative

A handwritten signature in black ink, reading "Joyce Y. Johnson", written over a horizontal line.

Name: Joyce Y. Johnson

Title: Office of Sponsored

Date: November 29, 2021



**OFFICE OF ECONOMIC DEVELOPMENT
AND LAND-GRANT AFFAIRS**

December 1, 2021

Acting Assistant Secretary Evelyn Remaley
National Telecommunications and Information Administration (NTIA)
US Department of Commerce
1401 Constitution Avenue NW
Washington, DC 20230

Dear Acting Assistant Secretary Remaley:

I am pleased to write in support of the NTIA grant proposal entitled “Communi-versity: Piloting an Ecosystem for Digital Equity” developed and submitted by a team of Fort Valley State University (FVSU) faculty and staff. The proposal is well thought out and addresses the critical issue of inequities in broadband connectivity, access, and digital skills at FVSU and in its anchor community.

In this project, the Communi-versity ecosystem is seen as a collection of resources and opportunities that provide: (i) on- and off-campus supports focused on increasing digital skills while using an innovative, sustainable approach to workforce development and community engagement, and (ii) robust, reliable, and geographically dispersed broadband connectivity and access that supports teaching, learning and economic development across the FVSU anchor community. The principal investigators and collaborators propose to involve a broad set of stakeholders, including FVSU faculty, staff, and students, Head Start Program staff and partners, and members of the anchor community. A core team of trained FVSU students will also assist the project leaders with program delivery.

As guided by the project advisory board, the project directors will gather and analyze the data in order to guide both the ongoing pilot and future work needed to continue addressing persistent challenges of inequity as relates to digital access. The project outcome will be assessed based on the number of community members with access to broadband.

We are particularly excited about the innovation and economic development opportunities this project present to the anchor community. Our institution is fully committed to ensuring success of this project and to supporting the work beyond the initial project period.

We strongly recommend that this proposal be funded. Thank you for your consideration.

Sincerely,

Govind Kannan, Ph.D.
Vice President for Economic Development and Land-Grant Affairs