

b. Connectivity: Describe the level at which consortium members will be connected to the regional hub and to each other, including how the applicant will achieve, at a minimum, the following outcome in year 1: All consortium members will be linked up with the regional hub and able to:

- (1) Retrieve information provided by the hub,
- (2) Transfer files,
- (3) Engage in on-line discussion groups, and
- (4) Access the LINCS prototype.

c. Organization and Management: Describe the ways in which the applicant will ensure appropriate organization and management of project activities, including:

(1) How the applicant will involve an advisory group including representatives from all regional consortium member states in overseeing project implementation and evaluating progress.

(2) How the applicant will provide for developing a formal agreement with all consortium member SLRCs that clearly identifies the rights, roles, and responsibilities of each state with regard to spending plan, technical assistance, training, timeline, evaluation and design of the hub.

(3) How the applicant will provide for the management of any other partnership, consultant or subcontract arrangement with the rights and responsibilities of each party set forth clearly.

(4) The identification of key staff members, their specific roles, and the number of hours required to carry out their tasks.

(5) A description of any cost-sharing, cooperative funding, or other special financial arrangements.

d. Access: Describe how the applicant will extend access to LINCS to other state agencies and local literacy service providers, including:

(1) How the applicant will promote widespread access to and use of the regional hub.

(2) How the applicant will work with regional consortium members to select local sites to participate in the project.

(3) How the applicant will support LINCS use by other agencies and at the local level, including—

- (a) The kind of hardware and software to be used
- (b) The training and technical assistance to be provided
- (c) The focus to be taken by an agency or local site in using LINCS (i.e., a site could focus on using the system in information retrieval, or exploring on-line communication between

practitioners and adult learners, or exchanging teaching tools and curricula)

(4) How the applicant will solicit and use feedback from other agencies and local providers in assessing the network's potential and refining the work of the regional hub.

(5) How the applicant will achieve, at a minimum, the following outcome in year 1: At least two local literacy service providers in one or more of the member states will have the capability to use the services of the regional hub.

e. Collaboration: Describe how the applicant will assure collaboration with other related agencies, organizations, and projects in the region, including how the applicant will work with other regional consortium member states to—

(1) Secure the active cooperation and partnership of appropriate state agencies, including education, labor, and human services.

(2) Identify and connect with other projects in the region that use technology in the areas of telecommunications, on-line services, networking and multi-media.

4. Technical Soundness

a. Describe how the applicant will install an electronic system for the regional hub that mirrors the LINCS structure, which consists of the following: a UNIX-based work station, connected to the Internet via the NIFL LAN, with information maintained in both HTML documents and WAIS databases. This work station is the World Wide Web (WWW) server, and also provides access to the Lynx WWW client for those users unable to use graphical clients, such as Mosaic. The software developed for the NIFL home page by the Logistics Management Institute is freely available for re-use.

b. Describe how the applicant will create a home page design that is similar to the LINCS home page, so that the same "look and feel" can be achieved throughout the network. (For example, a proposal for a World Wide Web server providing Mosaic- and Lynx-based access to a region's literacy resources and linkage to the NIFL home page would receive greater consideration than a proposal for information maintained on one or multiple WAIS database servers.)

Describe how the applicant will, at a minimum—

- (1) Acquire a 56kbps or faster direct Internet connection.
- (2) Develop a WAIS database server or servers on the Internet.
- (3) Populate the WAIS database(s) with literacy collections and program

data, using "Starting Point" record structures and standards.

(4) Provide technical assistance, funding and resources to assure that all consortium members are connected to the Internet and are contributing and sharing adult literacy data.

c. Describe the applicant's provisions for equipment, including—

(1) What equipment will be used to establish the regional literacy hub or hubs.

(2) How the applicant will assess the equipment needs of each consortium member.

(3) What equipment will be used to link each consortium member to the regional hub and to LINCS.

(4) The reason for purchasing or upgrading equipment, as well as software and networking systems, for each member.

(5) How the equipment funded by this grant will be maintained.

(6) How issues of changing technology and obsolescence will be addressed.

(7) How the applicant will achieve, at a *minimum*, the following outcome for year 1: The lead site and consortium members will all have the equipment necessary to perform functions described in the plan of operation.

d. Describe the applicant's provisions for training and technical assistance, including—

(1) How the applicant will assess the relevant skills and knowledge of each consortium member SLRC and pool this expertise for the benefit of all consortium members.

(2) How the applicant will assist all consortium member SLRCs in selection and installation of hardware and software within the proposed timeline.

(3) A commitment to regional training and staff development for consortium members.

(4) How provisions will be made for well-organized and ongoing training that addresses a full range of needs.

(5) How administrators in each consortium member SLRC and local site will learn about the potential of LINCS and the regional hub, the pros and cons of various applications, how to connect to the system and benefit from it, and how to help their own clients tap into the national bank of resources available through LINCS.

(6) How the applicant will teach specific skills as well as an understanding of the power of the new technology and a desire for acquiring it and making it accessible to local literacy practitioners throughout the region, and ways of exploring the impact that it will have on teaching and learning methods.

(7) How the applicant will determine the type and the level of the training, and designate adequate funding.