

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200031

Grants.gov Tracking#: GRANT13154452

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200031

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1247-GEPA 427)</i>	e10
5. Grants.gov Lobbying Form	e11
6. Dept of Education Supplemental Information for SF-424	e12
7. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1250-Project Abstract Inspire Idaho)</i>	e14
8. Project Narrative Form	e16
<i>Attachment - 1 (1249-Project Narrative Inspire Idaho)</i>	e17
9. Other Narrative Form	e43
<i>Attachment - 1 (1234-Appendix 1-5)</i>	e44
<i>Attachment - 2 (1235-Letter of Support from Albertson Foundation)</i>	e63
<i>Attachment - 3 (1236-Letter of Support from ICHA)</i>	e65
<i>Attachment - 4 (1237-Letter of Support from IHCC)</i>	e67
<i>Attachment - 5 (1238-Letter of Support from State Board of Ed Chair)</i>	e69
<i>Attachment - 6 (1239-Letter of Support from State Rep Clow)</i>	e71
<i>Attachment - 7 (1240-Letter of Support from State Senator Mortimer)</i>	e72
<i>Attachment - 8 (1241-Letter of Support from State Speaker of the House)</i>	e73
<i>Attachment - 9 (1242-Letter of Support from US Rep Fulcher)</i>	e75
<i>Attachment - 10 (1243-Letter of Support from US Rep Simpson)</i>	e76
<i>Attachment - 11 (1244-Letter of Support from US Senator Crapo)</i>	e77
<i>Attachment - 12 (1245-Letter of Support from US Senator Risch)</i>	e78
<i>Attachment - 13 (1246-Performance measures)</i>	e79
10. Budget Narrative Form	e81
<i>Attachment - 1 (1248-Budget Narrative)</i>	e82

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

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: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text" value="Inspire Idaho"/>
--	--

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: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="[REDACTED]"/>	* c. Organizational DUNS: <input type="text" value="[REDACTED]"/>
--	--

d. Address:

* Street1:	<input type="text" value="650 W State ST"/>
Street2:	<input type="text" value="PO Box 83720"/>
* City:	<input type="text" value="Boise"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="ID: Idaho"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="83702-0037"/>

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: <input type="text"/>	* First Name: <input type="text" value="Tracie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bent"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="[REDACTED]"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

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

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Inspire Idaho is a microgrant program to help families access connectivity, devices and online learning opportunities for approximately 18,000 children.

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

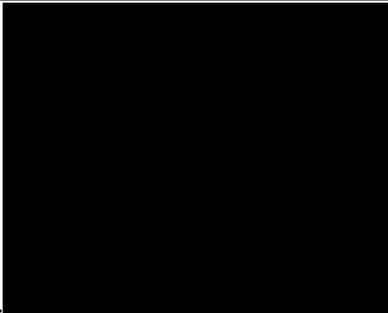
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 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:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

State of Idaho Board of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S425B200031

Name of Institution/Organization State of Idaho Board of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	7,000,000.00	5,748,624.00	5,600,000.00			18,348,624.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	7,000,000.00	5,748,624.00	5,600,000.00			18,348,624.00
10. Indirect Costs	630,000.00	517,376.00	504,000.00			1,651,376.00
11. Training Stipends						
12. Total Costs (lines 9-11)	7,630,000.00	6,266,000.00	6,104,000.00			20,000,000.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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 checked="" type="checkbox"/> a. bid/offer/application <input 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:

Prime SubAwardee

* Name: State of Idaho Board of Education

* Street 1: 650 W State Street Street 2: PO Box 83720

* City: Boise State: ID: Idaho Zip: 83720-0037

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Education Stabilization Fund
	CFDA Number, if applicable: 84.425

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ 20,000,000.00
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: None Middle Name: _____

* Last Name: None Suffix: _____

* Street 1: NA Street 2: _____

* City: NA State: ID: Idaho Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name: None Middle Name: _____

* Last Name: None Suffix: _____

* Street 1: NA Street 2: _____

* City: NA State: ID: Idaho Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: _____

* Name: Prefix _____ * First Name: Tracie Middle Name: _____
* Last Name: Bent Suffix: _____

Title: _____ Telephone No.: _____ Date: 06/29/2020

Federal Use Only: _____ Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1247-GEPA 427.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Section 427

Inspire Idaho ESF-REM Grant Application under Absolute Priority 1

The Idaho State Board of Education's *Inspire Idaho* microgrant program will work diligently to ensure fair and equitable access for every Idaho student, regardless of background, taking thoughtful steps to help potential program beneficiaries overcome any barriers that may arise related to, at a minimum, gender, race, national origin, color, disability, age and/or difficulties that may arise related to geographical location.

The State Board of Education and its *Inspire Idaho* partner Bluum are committed to providing universal access to the microgrant program for eligible families, including low-income students, at-risk students, and rural students. Bluum has conducted extensive research to better understand the barriers families may experience. Limited understanding of English, especially for parents who may have recently immigrated, is a significant barrier, especially given Idaho's extensive agricultural industries.

As described in the Project Narrative, *Inspire Idaho* will work with organizations with strong relationships in communities that might otherwise not learn about the microgrant program, including but not limited to the Idaho Commission on Hispanic Affairs, the Idaho Hispanic Chamber of Commerce, Idaho's Native American nations, and Homeschool Idaho. These organizations and others will be asked to promote awareness of the program and to assist families that are interested in applying. *Inspire Idaho* will coordinate and work closely with the state Department of Education's Family and Community Engagement Office.

To address issues of language and connectivity, *Inspire Idaho* materials will be available in multiple languages and materials will be available online and in hard copies.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of 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 of Lobbying Activities," 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.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement 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 statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="State of Idaho Board of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Tracie"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Bent"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Chief Planning and Policy Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Tracie Bent"/>	* DATE: <input style="width: 150px;" type="text" value="06/29/2020"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Alison		Henken	

Address:

Street1:	650 W State St
Street2:	PO Box 83720
City:	Boise
County:	Ada
State:	ID: Idaho
Zip Code:	83720-0037
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(208) [REDACTED]	[REDACTED]

Email Address:
[REDACTED]

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available: [REDACTED]

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

[REDACTED]

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract under ESF REM Absolute Priority 1 – *Inspire Idaho*

We know two things about the coronavirus' impact on Idaho. First, while the direct health impact is currently below the national average, the virus will eventually fully impact every state. In Idaho this June, new cases continue to increase at double digit, and in some places, triple digit rates. Second, while the state's demography is different than many other places, the impact on our communities has been and will continue to be significant. Idaho's rural population and vast geography make our coronavirus challenges daunting. To help meet the growing digital divide and the expanding learning gaps COVID-19 is perpetrating on our most vulnerable students, the Idaho State Board of Education proposes to launch *Inspire Idaho* – a microgrant program to help families access connectivity, devices and online learning opportunities for their children. The primary goal of the program is to provide microgrants to approximately 18,000 needy and vulnerable students.

The State Board will establish *Inspire Idaho* through a public-private partnership with the J.A. and Kathryn Albertson Family Foundation (JKAF), and the education nonprofit Bluum. The Board will charge no administrative costs against the requested \$20 million grant (only its negotiated indirect cost rate). JKAF has committed administrative funding at a rate of 5% of the federal award, up to \$1 million, for *Inspire Idaho's* operating expenses. Thus, more than 90% of all federal funds go directly to families of educationally disadvantaged students. *Inspire Idaho* will award microgrants of \$1,000 per eligible student, with a maximum award of \$3,000 per family. To expedite the delivery of resources to needy families this year, initial grants will be made by October. In subsequent years, grants will be awarded in the spring to provide resources

in time to mitigate summer learning loss. Further, to support early childhood education, *Inspire Idaho* will also make resources available to children as young as age four. Families will be able to draw down their allocation over time and will have up to three years to expend all microgrant dollars to acquire eligible educational goods and services.

Finally, it is hoped that *Inspire Idaho* can serve as a model for how other rural states can successfully implement a microgrant program.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Project Narrative
Inspire Idaho Microgrant Program
A Proposal under ESF-REM Absolute Priority 1

Table of Contents

Description of the Proposed Project.....	1
A. Highest Coronavirus Burden	2
(1) Coronavirus burden based on factors listed in the application package	2
(2) Coronavirus burden based on indicators and information factors identified by the applicant in Response to Application Requirement 3.....	3
B. Quality of Project Services and Project Plan	8
Equal Access and Treatment	8
(1) Exceptional Approach to the Absolute Priority.....	10
(2) Identify and Address Gaps.....	17
(3) Likelihood to Expand Access and Improve Outcomes	19
(4) Reflect Up-to-Date Knowledge.....	20
C. Quality of the Management Plan.....	21
(1) Adequacy of the Management Plan	21
(2) Funds Adequately Support the Project	24
(3) Costs are Reasonable in Relation to Objectives	24
(4) Costs are Reasonable in Relation to Numbers Served.....	25
Applicant’s Response to the Absolute Priority and Requirements	25

Description of the Proposed Project

The Idaho State Board of Education (“the State Board”) proposes to create “*Inspire Idaho*,” a microgrant program for vulnerable families to access connectivity, devices and online learning opportunities for their children. We are seeking \$20 million in ESF-REM Funding for *Continued Learning Parent Microgrants*, under Absolute Priority 1, which will generate microgrants for approximately 18,000 COVID-vulnerable students from public, private, parochial, and home school families.

Inspire Idaho will increase equitable access to educational resources and opportunities for students in need, who were often already academically behind their peers before the pandemic and have fallen even further behind in the past several months of school closure. To facilitate this, *Inspire Idaho* will also establish a marketplace in Idaho that empowers eligible families themselves to select the mix of educational resources that best meet the needs of their children, a privilege that has long been available to families of means, but not to our needier and more rural students. The program also serves as an opportunity for the federal and state governments to observe and learn how a microgrant program can be structured and operated in a large rural state with a significant number of students far removed from metropolitan areas.

With COVID-19, time is of the essence. To speed the launch of *Inspire Idaho* this fall and to maximize the federal grant dollars that flow to COVID-vulnerable families for microgrants, the State Board will establish *Inspire Idaho* through a unique public-private partnership with the J.A. and Kathryn Albertson Family Foundation (JKAF), and Bluum, a statewide education nonprofit. The State Board will charge only its indirect cost rate and JKAF has committed operational funding at a rate of 5% of the federal award, up to

\$1 million to support *Inspire Idaho* operating expenses, ensuring that more than 90% of all federal funds get to eligible students and families.

Bluum will partner with the State Board, at no charge, to provide day-to-day operational management of the *Inspire Idaho* microgrant program. Bluum will act quickly to launch the program this fall, speeding the delivery of educational resources to students. Bluum's time and expenses will be covered by JKAF grant support. The State Board and Bluum will work with an advisory committee to establish detailed eligibility criteria for both families and vendors. Bluum will help select and supervise a fulfillment company that will manage online and paper marketplaces where selected families can use their microgrant to acquire products and services to aid their children's education.

Inspire Idaho will award microgrants to COVID-vulnerable families in three rounds, in 2020, 2021, and 2022. Families will be eligible to receive microgrants equal to \$1000 per eligible child, up to a maximum of \$3,000 per family. Their microgrant funds will be deposited into an account that they can use to acquire approved educational goods and services through an online (or paper) marketplace.

As a result of this public-private partnership, approximately 18,000 COVID-vulnerable children will receive educational resources, selected by their parents to best meet their needs, while also creating an educational marketplace that is responsive to the unique options and preferences of COVID-vulnerable families.

A. Highest Coronavirus Burden

(1) Coronavirus burden based on factors listed in the application package

Idaho's coronavirus burden, based on factors listed in the application, will be determined by as indicated in the Notice Inviting Applications.

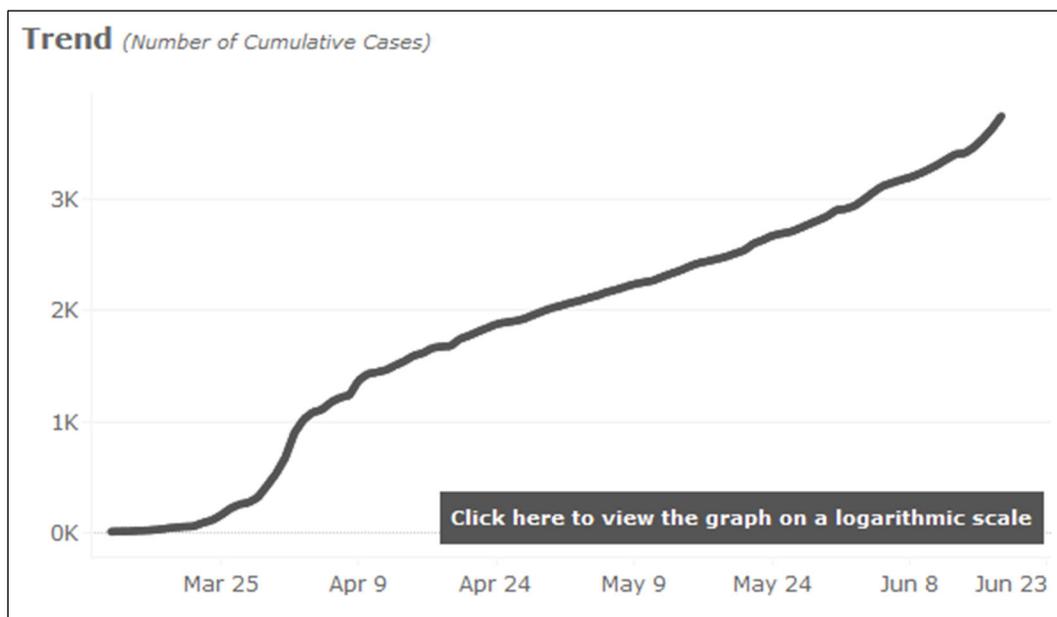
(2) Coronavirus burden based on indicators and information factors identified by the applicant in Response to Application Requirement 3.

We know two things about the coronavirus' impact on Idaho. First, while the direct health impact in Idaho is currently below the national average, the virus will eventually fully impact Idaho and every state. Second, while the demography of Idaho is different than many other places, the impact on our communities has been and will continue to be significant. While Idaho's population is not large relative to most states, in many ways, its coronavirus challenges are larger.

Our nation's experience with coronavirus is still very new – less than six months. During that time, it has spread throughout the country at different rates in different places. At the time of this grant application, we see places with varying rates of impact, some higher, some lower. While rural areas initially seemed safer than urban areas that is changing real time. We know from the science and tracing that, over time, its impact will be universal. The challenges that large rural states like Idaho face is a delayed onset and peak of the COVID-19 burden. When the peak arrives in a state like Idaho, the vast majority of the federal funding will already be gone and, because of the lack of infrastructure, the pain will last for much longer.

We are seeing this happen right now. While rates of infection are subsiding in some states, in other states, they are accelerating. Unfortunately, Idaho's rates are climbing. During the most recently available two-week period in mid-June, Idaho's new daily case count increased by 43.5%. In Ada County, Idaho's most populous county, the Central District Health agency reported on June 22 a "500% increase in cases over the past few weeks – the highest they've seen since Idaho recorded its first coronavirus

case March 13.” As the following chart from the Idaho Division of Public Health shows, cases have been climbing steadily this spring and an uptick in cases is visible in mid-June.



In addition, while Idaho’s demography is different than other places, the impact on our families, schools, and communities is no less real and no less damaging to the educational prospects of thousands of our most vulnerable students. While Idaho is one of the fastest growing states in the nation, its 1.7 million residents are widely dispersed over 82,750 square miles – an area more than twice the size of states like Tennessee, Ohio, and Virginia. This presents unique challenges for a state grappling with universal accessibility to online learning.

A quarter of Idaho’s K-12 students are rural, but two-thirds of the state’s public-school districts are considered rural. There are 18 districts in Idaho with just one school building. In other words, Idaho is not just a state with a significant rural population, but that population is distributed over a very large geographic area, exacerbating the

challenges of connectivity and online learning. While Idaho's population is not large relative to many states, in many ways, its challenges are larger.

Similarly, the health and economic impacts of the coronavirus on Idaho do not resemble the tragedies of densely populated big cities, but they are no less harmful to the affected students, families, and communities. In Idaho, the virus has hit small towns that are home to food processing plants – like a meat-packing plant in Burley and a potato processing plant in Jerome – and areas that are home to outdoor recreation, like Blaine County, one of earliest and the hardest hit spots in the country.

Blaine County is home to the Sun Valley Ski Resort. Many would assume that individuals in Blaine County are wealthy and would be able to weather the pandemic well. In reality, the county is comprised of many low-wage service sector workers and a small health care system. Visitors left behind a wake of health impacts for the service class of the community that then spread into neighboring counties.

Economically, ski resorts ended their season early. Food processing plants have periodically shut down because of outbreaks. Bars and restaurants closed, re-opened but then shut again because of recurring outbreaks. Idaho's seasonally adjusted unemployment of 11.5% in April was the highest ever recorded.

Many of our rural communities and employers are home to significant Latinx populations and Idaho public health data shows that Latinos in rural communities have been disproportionately impacted. Latinx populations accounted for 78% of the cases in Lincoln County, 65% of cases in Minidoka County, 63% of cases in Gooding County, and 61% of cases in Jerome Country, roughly double the percentage of Latinos who live in each of those counties. Margie Gonzalez, executive director of the Idaho Commission

on Hispanic Affairs, has said, “Idaho as a whole is very rural, but we have communities that are more isolated and we have lots of families of color that live in those communities, because of the type of work that they do.”

The economic and health impact of the virus, in turn, affects the education of the children in these communities. Idaho’s Hispanic students make up 18% of enrolled public K-12 students, and this fastest growing demographic is projected to grow by 12% over the next three years, the time period of this grant.

Educationally, according to the U.S. Census Bureau’s “Household Pulse Survey,” released May 27, 2020, low-income and Latinx families in Idaho have been adversely impacted by the pandemic, receiving less instruction, less access to computers, and less availability to the Internet compared to white families and wealthier families.

According to the Census survey, Idaho Latinx students received 23% fewer hours of weekly instruction because school buildings were closed due to the pandemic in May (12.7 hours per week compared to a state average of 16.4 hours). Students in families earning less than \$25,000, fared even worse, receiving 41% fewer hours of weekly instruction (9.6 hours per week compared to 16.4 hours).

In the same survey, Idaho Latinx families were more likely to report that computers were “Sometimes,” “Rarely,” or “Never” available for educational purposes than White, non-Hispanic families were (14.4% vs. 9.5%). In addition, 27.3% of families earning less than \$25,000 per year reported that computers were “Sometimes,” “Rarely,” or “Never” available for educational purposes.

Idaho Latinx families were also more likely to report that Internet access is “Sometimes,” “Rarely,” or “Never” available for educational purposes (10.1% vs. 7.1%).

In addition, 21.9% of families earning less than \$25,000 per year reported that Internet access was “Sometimes,” “Rarely,” or “Never” available. Before the pandemic, Latinx students were experiencing an 18.7% proficiency gap on state assessments in reading and a 19.2% gap in math. Economically-disadvantaged students, 45% of all students in Idaho, were experiencing a 12.9% gap in reading and a 12.3% gap in math. Similar gaps persist for Idaho’s Native American students.

This data parallels findings by the University of Washington’s Center for Reinventing Public Education in a national study of 477 school districts. They reported, “Just 1 in 3 districts has been expecting all teachers to deliver instruction — and rural and small-town districts were far less likely than urban and suburban districts to communicate that expectation.” While 52% of urban districts expected teachers to provide instruction to all students, only 27% of rural districts expected teachers to do so. Thus, while COVID-19 infection rates have been higher in urban settings, once schools shut down this spring, the impact on education was more detrimental in rural settings, in states like Idaho.

Further, Idaho’s neediest students have been hit hard by the social and emotional impact of school closures and their lack of access to learning opportunities. Elevate Academy, a public charter school in Caldwell serving 100% at-risk students, reopened their doors for a student summer school program in June. According to school officials in comments from the *Idaho Education News*, “five of Elevate’s students attempted to take their own lives while school was closed. Eight students were placed in, or referred to, foster care.” COVID-19 is impacting Idaho’s families and students in

ways that extend well beyond even the direct trauma of sickness, death and job loss caused by the virus.

The coronavirus did not hit Idaho as early or as quickly as some other states and its impact looks different here, based on the state's demography, but the impact is and will continue to be damaging to Idaho's most vulnerable students. By being further behind academically before the pandemic, combined with having fewer hours of instruction and less access to devices and online learning opportunities during the pandemic, and often living in communities with high rates of unemployment and lower access to health care, COVID-19 has put Idaho's neediest students at an elevated risk. The *Inspire Idaho* microgrant program will provide an opportunity for thousands of vulnerable Idaho students to receive the supplemental resources and supports they need to strengthen their education and prepare for a better future.

B. Quality of Project Services and Project Plan

Equal Access and Treatment

Inspire Idaho will use multiple strategies to provide equitable access and treatment for eligible students who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

First, the program will utilize the Idaho System for Education Excellence (ISEE), a student database maintained by the Idaho Board/Department of Education to identify educationally disadvantaged students: students living at or below 185% of the federal poverty level, students who are homeless or in foster care, children with disabilities; students with limited English proficiency, and students who are at-risk. Using this universal database of public-school students, *Inspire Idaho* will directly contact those

students and families who are eligible for the program via U.S. Mail, to inform them of the program and provide them information on how to apply. Communications will be in English and Spanish.

Second, because ISEE includes only public-school students, *Inspire Idaho* will directly contact each private and parochial school in the state to identify eligible students and families, using the same simple criteria and forms used in public schools.

Third, we recognize that, to reach some of Idaho's less fortunate students and families, we will need to go beyond formal channels linked to schools. *Inspire Idaho* will conduct a statewide public communications and marketing campaign to inform all families of the program. In addition to increasing awareness in Latinx and Native American communities, this will also enable us to reach homeschool families.

In addition to paid and earned media, *Inspire Idaho* will work with education, advocacy and philanthropic organizations that represent eligible communities to publicize the program through their own networks and communications channels. *Inspire Idaho* will also provide training to these organizations to enable them to assist families applying for microgrants and those that receive a microgrant. These groups include but are not limited to the Hispanic Chamber of Commerce, the Idaho Commission on Hispanic Affairs, Homeschool Idaho, Indian Education Committee, and the Council on Indian Affairs.

Finally, COVID-vulnerable families will be able to apply for an *Inspire Idaho* microgrant either online or through paper documents submitted through the U.S. Mail. All materials will be accessible, available in English and in participants' native language.

(1) Exceptional Approach to the Absolute Priority

Inspire Idaho is an exceptional approach to *Absolute Priority 1 – Continued Learning Parent Microgrants* for three reasons. First, the public-private partnership between the State, the J.A. and Kathryn Albertson Family Foundation (JKAF), and Bluum will use philanthropic dollars to minimize public dollars spent on operations and maximize funds that go directly to COVID-vulnerable families for microgrants.

Second, *Inspire Idaho* will launch quickly, speeding the delivery of resources to families this autumn at a time of great need. Third, in 2021 and 2022, *Inspire Idaho* will combat summer learning loss by running spring application cycles that get resources to families in time for use during the summer months. Following a description of the project plan, each of these three areas of exceptionality is explained further below.

Project Plan, Timeline, and Additional Elements of *Inspire Idaho*'s Exceptional Approach

Timeline

A detailed plan and timeline for *Inspire Idaho* is on the following page. In general, *Inspire Idaho* plans to award microgrants in three rounds, in autumn 2020, in spring 2021, and in spring 2022. Each round will include marketing and outreach to eligible COVID-vulnerable families, receipt of applications from those families, conducting a lottery to select participants in the event that the number of requests from parents exceeds capacity, awarding the microgrants, providing recipients with access to the marketplace, and follow-up with parents to assess use and satisfaction.

Inspire Idaho Implementation Plan and Timeline

Items above the shaded line address issues related to identifying families.
 Items below the shaded line address issues related to providing services.

Category	Action	Manager	2020					2021				2022								
			July	Aug.	Sept.	Oct.	Nov.	Dec.	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
Families	Identify eligible students using criteria	SBOE	X								X									
Families	Provide eligibility list to Bluum	SBOE	X									X								
Families	Conduct preliminary outreach to nonpublics	Bluum	X																	
Families	Inform all eligible families about how to apply	Bluum		X																X
Families	Conduct marketing campaign	Bluum		X																X
Families	Submit applications to apply	Parents			X							X								X
Families	Conduct lottery	Bluum		X																X
Families	Inform applicants of lottery outcome and provide selected families with marketplace information	Bluum		X																X
Families	Survey participants to receive input on goods, services, and process	Bluum				X						X								X
Families	Consider broadening eligibility criteria	Committee										X								X
Families	Market program to newly-eligible families, if applicable	Bluum																		X
Fulfillment	Open marketplace to new round	Fulfillment Co.				X														X
Fulfillment	Operate marketplace	Fulfillment Co.				X														X
Providers	Write and release RFP for fulfillment company	SBOE + Bluum	X																	
Providers	Select and contract with fulfillment company	SBOE + Bluum		X																
Providers	Identify existing State-approved service companies for participation	SBOE + Bluum		X																
Providers	Incorporate existing approved service companies into marketplace	Fulfillment Co.		X																
Providers	Establish mechanism for receiving paper fulfillment orders	Fulfillment Co.		X																
Providers	Establish process for fulfillment company to initiate payments to providers	Fulfillment Co.																		X
Providers	Establish process for identifying and incorporating additional providers	Committee																		X

Eligibility

Inspire Idaho will reach out to the most disadvantage students and their families to encourage them to apply to participate in the program. Those eligible to participate will be educationally disadvantaged students as defined under Idaho code and as delineated on page 8 above under the heading *Equal Access and Treatment*.

Inspire Idaho will use LEAs' and the State's existing data sources to identify COVID-vulnerable students and families and contact them. For students enrolled in private and parochial schools, *Inspire Idaho* will contact all private and parochial schools to invite them to use the same eligibility criteria to identify their eligible students. Idaho does not have public records that can be used to identify homeschool families, so *Inspire Idaho* will work with Homeschool Idaho and will conduct a public marketing campaign to inform them of the program and invite their participation.

In 2021 and 2022, *Inspire Idaho's* advisory committee will consider additions to the eligibility criteria and revisions to the process to better identify, reach, and serve Idaho's most COVID-vulnerable families and students.

Microgrant Awards

Inspire Idaho will award microgrants of \$1000 per eligible child to families, with a maximum award of \$3000 per family. Families will be able to draw down their allocation over time and will have up to three years to expend all microgrant dollars to acquire educational goods and services. *Inspire Idaho* will allocate equal proportions of the total grant award in each of the three calendar years, one-third in 2020, one-third in 2021, and one-third in 2022.

Process for Applying and Awarding Microgrants

In each round, *Inspire Idaho* will create a one-month window during which COVID-vulnerable families can apply to participate. Before and during this one-month window, we will directly contact families that are known to be eligible (through the State's ISEE database) and will conduct an aggressive marketing campaign to raise awareness and encourage participation.

After applications are received, *Inspire Idaho* will conduct a lottery to create a rank order list of eligible families and begin processing applications from the top of that list. For each family on the list, *Inspire Idaho* will verify eligibility and, if confirmed, will notify the family that they have been selected, the size of their microgrant, and how to use their microgrant to acquire educational goods and services. *Inspire Idaho* will continue to work down the list, in order, until all microgrant funds for that round have been awarded or until there are no longer any families on the list, whichever occurs first. Left over funds will carry into the next year.

Using Microgrants

Parents and students will receive a list of service providers from which they may select. *Inspire Idaho* will provide an online marketplace to enable parents and students to select services as well as a method to select services via U.S. Mail. Accounts will be established with the project period of the grant and parents will be aware of how much funds are available. Both the online marketplace site and written documentation will include tools and information to help parents choose the most appropriate and effective services for their children.

Number and Types of New Remote Learning Opportunities

Parents and students will be able to choose from multiple education services for remote learning. In 2020, to enable an expedited launch of the program, *Inspire Idaho* will make available to COVID-vulnerable families educational resources that have already been approved by the State and/or its fulfillment company, including: (a) computer hardware, software, and other devices including adaptive learning devices, (b) tuition and fees for online courses available through the Idaho Digital Learning Academy and the Boise State University's Lee Pesky Learning Center, (c) textbooks, curriculum, or other instructional materials available through the fulfillment company selected by *Inspire Idaho*, and (d) tuition and fees for dual enrollment courses currently available through approved or accredited public and private postsecondary institutions. In 2021 and 2022, *Inspire Idaho*, using an advisory committee, will establish criteria and processes for adding additional products and services to its offerings, including products and services suggested by families.

Parent Involvement and Feedback; Program Evaluation

Beginning in 2020, the *Inspire Idaho* web site will provide a mechanism for parents to request services or providers that are not currently offered. These requests will be provided to the program's fulfillment company, who will contact the suggested providers to present the opportunity to participate, in accordance with the terms of the program. *Inspire Idaho* will inform parents of the result of that invitation within 30 days.

Inspire Idaho, will use a variety of strategies to reach out to parents and to assist them with the program, including working with community organizations and using the services of the State Department of Education Family and Community Coordinator.

Inspire Idaho will assess the number of students served by maintaining records of the total number of applicants to the program and the number selected through the lottery, tracking both the number of families and the number of students. Within 90 days of selecting families, *Inspire Idaho* will survey all applicants to the program – both those who were selected and those who were not – to assess their level of satisfaction with the educational products and services offered by *Inspire Idaho* and the ease of use of the program.

Exceptional Approach 1: Public Private Partnership Maximizes Resources to Families

The State Board will partner with Bluum, a statewide education nonprofit currently managing a \$22 million federal CSP grant, to provide day-to-day management and serve as the master service provider of *Inspire Idaho* at no cost to the State or to the federal grant. Bluum's time and services will be covered, at a rate of 5% of the federal award, up to \$1 million, by the J.A. and Kathryn Albertson Family Foundation, minimizing the amount of federal dollars spent on program operations and maximizing resources for student microgrants.

As the Idaho grant recipient, the State Board will employ a Project Director responsible for liaising with the U.S. Department of Education and providing overall monitoring to ensure compliance with all applicable federal and state requirements. Bluum, with State Board support, will provide day-to-day project management. It will (1) coordinate outreach and marketing to eligible families, (2) provide general public communications, (3) manage an advisory committee, (4) interact with a fulfillment company, (5) bring new providers into the program over time, and (6) coordinate activities and reporting requirements with the State Board.

Because of this unique public-private partnership, *Inspire Idaho* will easily exceed the requirement that at least 80 percent of grants are used for services directly utilized by students under the microgrants, achieving a rate of at least 91 percent.

Exceptional Approach 2: Expedited Implementation in 2020

Inspire Idaho believes it is important to get microgrants to eligible families as quickly as possible in 2020. Families have needs *now*. We must work quickly and innovatively to provide them with educational resources. To lay the groundwork for an expedited launch of the program, the State Board and Bluum will begin working together in July, *before* the U.S. Department of Education makes a grant award decision, to establish strong partnerships for *Inspire Idaho*. In July 2020:

- Using the Idaho System for Education Excellence (ISEE) student database, the State Board will provide the names and addresses of eligible households to Bluum to be ready to contact eligible families in August, should Idaho win the grant.
- Bluum will contact private and parochial schools to inform and prepare them for the possibility of Idaho receiving and implementing a grant.
- Bluum will begin working with parent and community organizations who will assist with outreach to families and help them to apply.
- Bluum will prepare and release a Request for Proposals to select a fulfillment company to operate a platform for *Inspire Idaho*. Proposals will be due in mid-August, the selection process will follow all federal procurement requirements, and, should Idaho win a grant, a fulfillment contractor will be selected in early September.

Inspire Idaho will take several other steps to accelerate the program implementation. It will use existing criteria and state data to identify the vast majority of

eligible parents and families, eliminating the need to conduct separate, costly, and time-consuming eligibility checks. In 2020, the program will make available courses that have already been approved by the State of Idaho, including but not limited to online courses, postsecondary dual enrollment courses, and career and technical education courses.

Finally, in 2020, to eliminate a time-consuming process of selecting e-commerce providers from scratch, *Inspire Idaho* will use the existing e-commerce providers affiliated with whichever fulfillment company is selected.

Exceptional Approach 3: Tackling Summer Learning Loss and Closing Achievement Gaps

In 2021 and 2022, *Inspire Idaho* will award microgrants each spring, in time for families to acquire resources for use over the summer to mitigate learning loss and close achievement gaps. More fortunate families routinely enrich their children's education through summer activities, such as educational day camps. *Inspire Idaho* will make these types of opportunities available to educationally disadvantaged students.

(2) Identify and Address Gaps

Amidst the statewide closure in March, Idaho Governor Brad Little formed a K-12 Emergency Council to guide the State's initial response to the coronavirus pandemic. In June the Governor announced two new committees "to create a plan for reopening public schools this fall and a plan to address the 'digital divide,' a term that describes the inequity between students' access to remote learning across Idaho." State Board of Education members and staff lead both committees, while Bluum leadership have seats on the Digital Divide Committee.

Inspire Idaho strategically complements the work of the Governor's committees by filling gaps in their intended beneficiaries, services and learning opportunities. The digital divide in Idaho is great. The state's total K-12-aged student population is just about 320,000 students. A recent State Department of Education survey of school districts and charter schools identified a need for an additional 104,724 devices for students and connectivity for 17,642 students.

Governor Little has charged his Task Force with developing a plan to help close our digital divide by the start of the 2020-21 school year. To do so, the Task Force plans to target \$43.8 million from the CARES Act's Elementary and Secondary School Emergency Relief Fund for public school devices, connectivity, adaptive technology, learning management systems, and staff professional development. No one on the Task Force expects these resources alone to meet all needs facing educators, parents and students, but it is a critical first step.

Inspire Idaho supplements the critical efforts of the Task Force by targeting support directly at parents and students. The Task Force's efforts are directed at Idaho's public districts and charter schools, not at private, parochial, and home schools and their estimated 20,000 to 30,000 students. Even within the public education space, CARES Act resources flow to districts and charter schools, not directly to families. *Inspire Idaho* helps to fill a gap in the State's COVID-19 school reopening plans by providing resources directly to families and students across all sectors of education – public, private, parochial, and homeschool.

(3) Likelihood to Expand Access and Improve Outcomes

There is a 100% likelihood that *Inspire Idaho* will expand access to remote learning opportunities for vulnerable Idaho students. Thousands of educationally-disadvantaged students, who have been disproportionately impacted by the COVID-19 scourge, will gain direct access to a marketplace of expanding online learning options that they and their parents select. As these learning choices will be self-selected by parents and students, they are likely to lead to higher levels of student engagement, learning, and outcomes. If *Inspire Idaho* is funded, we will work overtime to make these resources available to COVID-vulnerable families in the fall of 2020.

As of this application's writing, the State of Idaho is taking steps to address our students' immediate education needs, but we face several barriers. Idaho's Digital Divide Task Force is working at warp speed to help our districts and public charter schools acquire tens of thousands of needed new devices for the upcoming 2020-21 school year. In doing so, it is seeking to address several challenges, including determining the number of devices needed by Idaho's 90 school districts and 60+ public charter schools, identifying minimum technical standards for devices, securing optimal pricing, and resolving thorny supply chain challenges. The Task Force is concerned that the typical timelines associated with government procurement, combined with an extraordinary worldwide demand for devices, may cause painful delay in our ability to acquire necessary devices and distribute them to schools and their students.

Inspire Idaho does not replace or eliminate the need for the state and LEAs to acquire additional devices. It creates a complementary strategy that provides

microgrants directly to families and students to support their direct purchasing power. It does this rapidly by making microgrants available to parents in the fall of 2020.

(4) Reflect Up-to-Date Knowledge

In 2020, to achieve our objective of quickly getting resources to families, the products and services available through *Inspire Idaho* will be those that have already been vetted and approved. Idaho has some outstanding education providers available in groups like the Idaho Digital Learning Alliance and the Boise State University-based Lee Pesky Learning Center. Idaho also has a long relationship with the Khan Academy, which worked with the J.A. and Kathryn Albertson Family Foundation to launch Khan Academy Idaho in recent years.

For 2021 and 2022, we will be drawing on research, best practices (Burck Smith, *“What Consumer Choice in Higher Education Can About Better Serving K-12 Students,”* American Enterprise Institute, December 2019), and lessons from other states (Daniela Doyle and Ismael Hernandez-Cruz, *“Meeting the Potential of a Virtual Education: Lessons from Operators Making Online School Work,”* Public Impact and Bluum, June 2019) to expand offerings, create competition on price, innovation, and quality, and to better serve students for whom the traditional system is not working.

Smith notes that, in higher education, nontraditional students were the first to embrace new providers and new models and that similar effects can be expected in K-12 education with dropouts, chronic absentees, working teenagers, teenage parents and others. By reviewing and revising eligibility criteria for service providers in year 2 and 3, *Inspire Idaho* will make more and better targeted resources available for our most COVID-vulnerable students.

As *Inspire Idaho* grows its offerings in out years, it will heed Smith’s advice that, “Students and families need enough service distinction to make meaningful choices but not so much as to be overwhelmed. Students and families should be offered a handful of choices with obvious structural and price distinctions [because] the inclusion of multiple providers creates price competition that benefits students.”

Inspire Idaho’s evolution will also be informed by the standards and practices of *Quality Matters*, a global organization leading quality assurance in online and innovative digital teaching and learning environments. *Quality Matters* promotes and improves the quality of online education and student learning through professional development, research, peer review and certification of online education. *Inspire Idaho* plans to become a member of *Quality Matters* because our commitment to improving through research and best practice will continue in future years.

C. Quality of the Management Plan

(1) Adequacy of the Management Plan

Inspire Idaho is a unique public-private partnership led by the State Board of Education and supported by the J.A. and Kathryn Albertson Family Foundation (JKAF), the education nonprofit Bluum and the State Department of Education. This partnership has assembled an outstanding management team and strategy that will enable Idaho to achieve its objectives on time and on budget. Being “on time” means *Inspire Idaho* will issue all microgrant awards to families within 24 months of being awarded the federal grant (although families will have up to three years to expend their individual microgrants). Because of JKAF philanthropic support, being “on budget” means at least 90% of federal dollars going into microgrants for COVID-vulnerable children.

Allison Henken, K-12 Accountability and Projects Program Manager for the State Board, will serve as Project Director. She will be responsible for overall project monitoring, coordinating of functions within the State Board of Education and Department of Education, and reporting to the U.S. Department of Education. Henken will have the support of the State Board of Education that includes access to Tracie Bent, Chief Planning and Policy Officer; to Mike Keckler, Chief Communications and Legislative Affairs Officer; Scott Christie, Financial/Performance Audit Manager; and Bill Laude, Principal Research Analyst. State Board legal expertise will also be available to the project. The Idaho State Department of Education has committed, at no cost to the project, the support of Jill Mathews, Family and Community Engagement Coordinator.

Several key project positions will be filled by Bluum employees, funded by the J.A. and Kathryn Albertson Family Foundation. Greg Richmond will serve as *Inspire Idaho's* Program Director. As the past CEO of the National Association of Charter School Authorizers, Richmond successfully managed three multi-million-dollar grants within the U.S. Department of Education's Charter School Program. During his tenure, NACSA's pristine financial practices led the Bill and Melinda Gates Foundation and the Walton Family Foundation to ask NACSA to serve as a fiscal agent on their behalf.

As Program Director of *Inspire Idaho*, Richmond will have overall responsibility for operationalizing the program. This includes: a) marketing and outreach to families, b) establishing the application, lottery, and enrollment processes, c) managing the process to select a fulfillment company, d) identifying providers of goods and services to include in the marketplace, e) coordinating the relationships among the fulfillment company, the State, and Bluum to ensure payment of vendors, f) identifying all applicable legal issues

and the retaining of appropriate legal counsel to address those issues, g) ensuring the collection of all program performance data, and h) managing the advisory committee, which will periodically review family and vendor eligibility criteria.

Marc Carignan will support *Inspire Idaho*'s financial functions, the largest of which will be the processing of payments to vendors. Carignan is a Certified Public Accountant who possesses more than 25-years of corporate and non-profit experience in finance, audits, accounting, information systems and management. As the state entity for Idaho's current federal \$22 million CSP grant, Bluum has established financial management policies and procedures compliant with Federal requirements. Bluum has implemented a system of internal controls including proper segregation of duties, transaction reviews, and transaction approvals.

Amy Felton-Toth will be the Program Manager, responsible for monitoring, and managing detailed timelines and deadlines among the multiple parties who will be working together on the project. She holds a degree in Business Administration and serves as Bluum's Director of Federal Grants and Support.

Bluum is led by its CEO, Terry Ryan. Ryan serves as Project Director for Idaho's current federal CSP grant and provides overall leadership and management. He plays an integral part in the internal control system, reviewing and approving contracts and all federal disbursements. Bluum's governing board is made up of Idaho and national experts and practitioners in public education, higher ed, education law, business and philanthropy (See Appendix 2 for resumes of key personnel).

The project timeline for *Inspire Idaho*, including milestones, is presented on page 11. The timeline is aggressive but achievable. It provides for three rounds of microgrant

awards over 24 months with sufficient time between each round to evaluate performance, make improvements and expand services and criteria for eligible families.

The public-private partnership between the State and the education nonprofit Bluum allows Bluum to manage key functions more quickly and effectively than is often possible solely within state government. Bluum will coordinate communications and marketing efforts to families with both the State Board and the State Department using their connections with the state's public-school districts and charter schools to get the word out to educators and families.

(2) Funds Adequately Support the Project

The J.A. and Kathryn Albertson Family Foundation's committed philanthropic support at a rate of 5% of the federal award, up to \$1 million, will ensure *Inspire Idaho's* federal funds are more than adequate to support all activities within this proposal.

The Notice Inviting Applications for the Rethink K-12 Education Models grant program allows no more than 20% of the total grant amount to be spent on costs other than microgrants for students. *Inspire Idaho* is at no risk of exceeding that limit, or even approaching it. In addition, the State will charge only its Indirect Cost rate, and not charge the grant for direct administrative costs such as salaries and benefits. This combination of philanthropic support and not charging direct costs will enable at least 91% of the total grant award to be allocated to eligible Idaho families.

(3) Costs are Reasonable in Relation to Objectives

Inspire Idaho's costs are reasonable in relation to the objectives, design, and significance of the proposed project. Our objective is to provide resources to parents to help close Idaho's digital divide and use microgrant support to access online learning

opportunities to help meet the unique educational needs of our children, especially our rural and most vulnerable students, during a national pandemic.

The microgrant awards to parents represent the preponderance – 91% – of the program’s costs. *Inspire Idaho*’s marketplace design will include multiple goods and services, from both national and state-based providers, that will create price and quality competition among providers while incenting and empowering parents to spend their microgrant dollars wisely in order to maximize the educational benefits to their children. This parent-driven, flexible, personalized use of education dollars will be a first in Idaho.

It will represent a significant development in the state’s system of education delivery and will surely be watched and studied by other large rural states. The federally-funded share of the administrative and operating costs to implement this significant program will be approximately 9% of the total grant request of \$20 million. This 9 to 1 return on investment is exceptional in relation to the objectives, design, and significance of the proposed project.

(4) Costs are Reasonable in Relation to Numbers Served

Inspire Idaho’s cost-to-benefit ratio is extremely reasonable. It will deliver a better than average return on federal grant investment in relation to the number of children to be served and to the anticipated results. If approved and fully funded, *Inspire Idaho* will award microgrants equal to \$1000 to benefit approximately 18,000 of our most COVID-vulnerable students.

Applicant’s Response to the Absolute Priority and Requirements

The Idaho State Board of Education submits this application for an Education Stabilization Fund – Rethink K-12 Education Models grant under Absolute Priority 1.

Other Attachment File(s)

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Governor Brad Little

State Capitol :: Boise, Idaho 83720
(208) 334-2100 :: gov.idaho.gov

June 24, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 –
Continued Learning Parent Microgrants

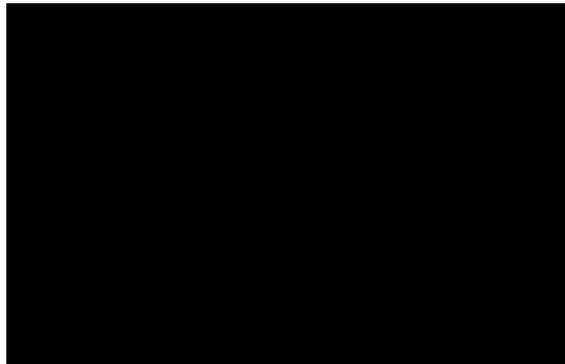
Dear Secretary DeVos,

It is my pleasure to write in support of *Inspire Idaho's* application for parent microgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

Inspire Idaho will be an innovative public-private partnership made up of the Idaho State Board of Education, the Idaho State Department of Education, and the education non-profit Bluum.

We support *Inspire Idaho's* primary objective to use this federal grant support to provide resources to parents in order to help close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially our rural and neediest children who have been disproportionately impacted by the COVID-19 crisis, access to online learning opportunities and choices that help meet their unique educational needs.

This grant is a critical component to Idaho's strategic effort to ensure all our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis.



Alison Redman Henken

SUMMARY OF QUALIFICATIONS

- Skilled in policy analysis. Able to succinctly outline policy options and potential impacts to policymakers and provide recommendations. Strong background in interpreting and communicating local, state, and federal laws and regulations.
- Highly experienced in partnership development, cross-sectional collaboration, public speaking, and communications. Well-networked in Idaho government, education, businesses, and non-profits.
- 15 years program and project management experience. Track record of developing programs aligned to strategic goals, overseeing implementation, and ensuring objectives and stakeholder expectations are met. Expertise in evaluation and data analysis, including quantitative and qualitative methodologies. Skilled in using SPSS, SAS, and STATA.
- 8 years organizational management experience including budgeting, strategic planning, and staff supervision.

EDUCATION

Master of Public Policy, *The George Washington University*

- Focus in Social and Urban Policy. Coursework in economics, advanced statistics, public budgeting, urban planning, and policy research and analysis related to a broad range of issues including housing, education, and healthcare.
- Member of Pi Alpha Alpha Honor Society.

Bachelor of Arts, *Hanover College*

PROFESSIONAL EXPERIENCE

Office of the State Board of Education, Boise, ID

November 2014 – present

K-12 Accountability and Projects Program Manager

- Manage projects and provide guidance to the State Board of Education and school districts regarding a wide range of education issues. Provide policy analysis and direction regarding the interpretation and implementation of state and federal laws.
- Maintain strong understanding of national research and trends related to K-12 and higher education laws. Communicate regularly with the U.S. Department of Education. Developed a high level of expertise regarding the Every Student Succeeds Act and provided the State Board of Education with a comprehensive summary of the law and its impact.
- Collaborate regularly with government agencies, businesses, and stakeholder groups. Act as the Board's staff liaison to the Interagency Student Services Support Committee (school-based Medicaid) and Workforce Development Council. Provide staff support to the Accountability Oversight Committee and Career and Technical Education Work Group.
- Supported the Literacy Implementation Committee, a sub-group of the Governor's Task Force. Was lead writer of the [2015 Idaho Comprehensive Literacy Plan](#). Guided the development of recommendations for literacy legislation (passed by the legislature during the 2016 session). Support districts' implementation of literacy programs.
- Oversaw educator effectiveness efforts, including working closely with educator preparation programs, the Professional Standards Commission, and the State Department of Education to develop and implement strategies to improve the continuum of educators' professional learning from preparation to professional development and evaluation.

Office of the State Board of Education, Boise, ID

September 2012 – November 2014

Charter Schools Program Manager, Idaho Public Charter School Commission

- Acted as the primary liaison between the Idaho Public Charter School Commission (PCSC) and the schools it authorized.
- Developed spreadsheets, templates, and rubrics to improve the consistency, quality, and use of data. Analyzed data, reports, and documentation submitted by schools, summarized results, and made recommendations to the PCSC.
- Provided extensive, in-depth support to schools regarding the development of customized performance measures, including use of appropriate research methodologies, evaluation design, and measurement tools.

For Love of Children (K-20 Educational Non-profit), Washington, DC

March 2009 – September 2012

Director of Programs

- Actively engaged in education policy and advocacy efforts. Participated in the National College Access Network, Double the Numbers Coalition, and DC Alliance for Youth Advocates. Collaborated with Office of the State Superintendent of Education, federal, district, and city officials and testified at legislative and budget hearings.
- Managed an organizational division with 15 full-time staff, 2 part-time staff, and up to 8 interns. Supervised staff and coordinated the hiring, staff development, and performance review processes. Created and managed division budgets.
- Managed projects from inception to completion. Worked closely with staff to develop ideas aligned to the organization's mission and vision, identify key performance indicators, and establish plans for implementation. Designed and implemented program evaluations.
- Directed educational programs with exceptional results: the Scholars Program (a college preparation and success program) had 100% on-time high school graduation and over 80% college persistence; the Neighborhood Tutoring Program improved students' grade-level equivalency in reading and math by one year after just 22 hours of tutoring.
- Acted as one of the leads in marketing and public relations for the organization, including developing and editing communications materials (flyers, newsletters, press releases, etc.), and regular speaking engagements. Conducted outreach to develop strategic partnerships and oversaw all volunteer recruitment efforts.

Determined to Succeed (K-12 Educational Non-profit), Marina Del Rey, CA

March 2008 – September 2008

Director of Development

- Created a resource development plan, organizational budget, and promotional materials. Instituted a donation campaign and online giving club, completed extensive grant research and wrote proposals, and coordinated fundraising events.
- Researched, acquired, and customized a resource management system database (Salesforce CRM). Trained staff and fully transitioned organization to use system to track all donors, contacts, and clients.

Long Beach BLAST (Better Learning After School Today), Long Beach, CA

February 2004 – March 2008

Director of Programs

- Worked closely with Executive Director, assisting with all aspects of organizational operation, including strategic planning, fund development, budgeting, human resources and staff training, and board development.
- Directed mentoring, college and career readiness, and an after school programming. Placed 500+ adults annually to work with low-income students. Established organizational research agenda aligned to strategic plan.
- Overhauled the organization's training system, with a focus on creating a system that would result in effective learning by adult learners of all ages, including developing a new manual and three-hour training. Created and implemented "Train the Trainer" system and served as head trainer. Facilitated workshops at local and national conferences.
- Engaged in the development of community partnerships between Long Beach Public Schools, colleges and universities, city and county government, and non-profit providers. Chaired the Long Beach Mentor Connection and actively participated in the Long Beach After School Advocacy Partnership and the South Bay Public Housing Partnership.

Long Beach BLAST (Better Learning After School Today), Long Beach, CA

November 2002 – January 2004

Volunteer Program Coordinator

- Oversaw the recruitment, screening, training, and support of 500+ volunteers per year, including coordinating and tracking volunteers' logistical requirements (application, references, background check and testing).
- Established a process to assess the quality of program sites and developed a training to improve implementation and ensure effective support of mentors.

Housing Authority, City of Long Beach / CSULB Foundation, Long Beach, CA

March 2002 – November 2002

Family Self-Sufficiency (FSS) Specialist

- Provided case management and job development services to Section 8 rental assistance recipients enrolled in the Family Self-Sufficiency program. Maintained detailed participant files and escrow calculations according to federal regulations.
- Provided guidance regarding housing resources and options to those not yet receiving Section 8 assistance.

PR/Award # S425B200031



Bluum Board of Directors

Board Chair

Toby Prehn – Cold Chain, LLC

Over the last 30 years, Toby has co-founded over a dozen companies in a wide variety of industries, including commercial real estate, energy production and specialty finance. A number of the specialty finance companies pioneered new asset classes in the asset-back securitization market. During the 2008 financial crisis, Mr. Prehn and his partners assisted the Senate Finance Committee, the Federal Reserve and the Treasury Department, on a pro-bono basis, regarding the TARP and EESA programs. He also serves on the Board of Directors of several companies including AgriBeef, the J.A. & Kathryn Albertson Foundation, and A10 Capital. Mr. Prehn attended the University of California at Berkeley, BS Business Administration, graduating in 1983.

Treasurer

Joe Bruno - Building Hope

Joe Bruno is a certified public accountant with 35 years of accounting, finance, business and management experience, was a partner in two of the "Big 4" international accounting firms and CFO of a public company. As president of Building Hope, Joe has expanded the company's operations from Washington, D.C. to as far south as Florida and as far west as California. Joe's executive expertise has also been recognized with election to the board of a public company in addition to many other board positions. He is quite active with charities, charter schools, and other non-profit organizations. Joe has two daughters: one attending Fordham University in New York City and the other matriculating to the College of Charleston.

Secretary

Bill Russell - Transacction Partners

Dr. Bill Russell serves as Vice President and Regional Director for Transacction Partners, an organization which provides outsourced cloud-based back-office functions for small and medium-sized organizations. He was formerly Executive Director for Community Relations and General Counsel for Northwest Nazarene University and also served as a professor of Business Law and Business Ethics. He has also consulted on management and business practices with K-12 schools across the Pacific Northwest. In 2010, Bill was named the International Award for Teaching Excellence winner by the Accreditation Association for Business Schools and Programs. In receiving the award, he competed as one of nine Regional award winners against professors from India, Paraguay, Indiana, Oklahoma, Pennsylvania and Missouri. Bill is an avid reader and has



published one book, *Let Fly Thy Arrow*, available on Kindle. He is the Chairperson of the Board of Directors of North Star Charter School in Eagle, Idaho.

Marta Reyes-Newberry – Reyes-Newberry & Associates

Marta is founder and CEO of Reyes-Newberry & Associates, a consulting firm creating sustainable, smart educational learning systems. Marta has been active in the school reform effort for over 20 years. From 2003 through 2007, she was the first state director of the Charter Schools Division for California. Within three years, the Division was recognized by the U.S. Department of Education as a national leader for its work to support, promote and oversee the creation of high-quality charter schools throughout California. Marta was founder and executive director of the first county-sponsored charter school for the El Dorado County Office of Education in California. She also served as a board member and president of the board of the California Network of Charter Schools. Reyes received her Bachelor of Science degree from California State Polytechnic University and received a fellowship to pursue a federally funded Masters in Educational Leadership for Entrepreneurs at Arizona State University.

Marybeth Flachbart, CALT, Ed.D. – Education Northwest

Marybeth has deep experience supporting education leaders. She serves as Senior Advisor for Education Northwest and provides technical assistance to schools, districts, and states to build capacity for literacy and school improvement. Prior to joining Education Northwest, she served as president and CEO of Neuhaus Education Center in Houston, Texas, a non-profit think tank for literacy solutions. Marybeth served as Deputy Superintendent at ISDE, taught at BSU, and directed Idaho's Reading First Program. She holds a doctorate in curriculum and instruction from Boise State University, a master's in special education from Fairfield University, is a certified academic language therapist, and dyslexia specialist.

Will Hughes – Boise State University

Will Hughes, Associate Professor of Materials Science & Engineering, joined Boise State University in August, 2008. In 2010, he also joined St. Luke's Regional Medical Center in Boise, Idaho as an affiliate faculty and research council member. He is a member of the university's interdisciplinary NANOSCALE MATERIALS AND DEVICE RESEARCH GROUP, where his team engineers biomolecular tools made from DNA. Dr. Hughes has received recognition and funding for science, teaching, and civic engagement. Primary support comes from the W.M. Keck Foundation, the National Institutes for Health (NIH), the National Science Foundation (NSF), and the National Academy of Engineering (NAE). Dr. Hughes holds four patents in nanoscience, seven fellowships, and seven awards.



Renita Thukral - National Alliance for Public Charter Schools

Renita Thukral is the Senior National Advisor for Legal Affairs for the National Alliance for Public Charter Schools, where she leads and grows the Alliance of Public Charter School Attorneys; addresses civil rights, fiscal equity, and labor/employment issues confronting charter schools; assists with federal legal questions challenging the charter school community; provides legal technical assistance to state partners considering litigation; and offers support to state partners seeking to improve their regulatory and authorizing environments. Prior to her work with the National Alliance, she was the policy director at the Louisiana Association of Public Charter Schools and, prior to that, the director of policy and advocacy at New Schools for New Orleans. Renita was an adjunct professor at Loyola University New Orleans College of Law and has been invited to speak at Harvard Law School, Columbia University Teachers College, and Johns Hopkins School of Education. In 2010, she published a law review article in the Loyola Journal of Public Interest Law titled “The Unique System of Charter Schools in New Orleans after Hurricane Katrina: Distinctive Structure, Familiar Challenges,” which examined the New Orleans charter school community. In 2013, she published a law review article in the ABA Journal of Labor and Employment Law titled “Federal Regulations of State Pension Plans: The Governmental Plan Revisited,” which explored the impact of federal rulemaking on the eligibility of quasi-public entities to offer state pension benefits to their employees. Before entering the charter school world, Renita was a public defender in New York City, practicing at the trial and appellate levels in state and federal courts. She clerked for the Honorable Robert W. Sweet in federal district court in the Southern District of New York. She earned her juris doctorate from Yale Law School and her Bachelor of Arts from Stanford University, where she was inducted into Phi Beta Kappa during her junior year. She taught junior high school math in Los Altos, California, before attending law school. Renita proudly serves on three nonprofit boards. She is a founding board member of Harmony School of Excellence-DC, a charter school based in Washington, D.C. She serves on the board of Charter Board Partners, a national nonprofit that designs and drives high-quality governance for charter school operators around the country. And she is the vice president of the board of Global Charity Foundation, a United States-based nonprofit that provides health care and education services to women and children in India.

TERENCE R. RYAN

PROFESSIONAL EXPERIENCE

CEO

BLUUM | BOISE, IDAHO

2013 – Present

- Lead Idaho's '20 in 10' Initiative to double the number of students in Idaho's high-performing charter schools.
- Set and coordinate with Bluum Board of Trustees the organizational strategy and markers for success of the 501c3 statewide charter support organization.
- Oversee day-to-day operations (\$1.3 million operating budget) and ensure the fiscal health of organization.
- Coordinates closely all activities with funders including J.A. & Kathryn Albertson Family Foundation (JKAF), Charter School Growth Fund, New Schools Venture Fund and Louis Calder Family Foundation.
- Invest new school grant dollars (\$6 million annually) in those models and partners that offer the greatest likelihood of success (e.g. student achievement gains and sustainability).
- Create the conditions for the successful expansion of high-performing schools in Idaho.
- Lead, support and develop staff, consultants and key stakeholders.
- Coordinate closely with partners like Building Hope, National Alliance for Public Charter Schools, Idaho State Board of Education, Idaho Public Charter School Commission and others to build and expand Idaho's new school sector.
- Build brand recognition (in Idaho and beyond) for BLUUM.
- Coordinate and negotiate all research efforts with partners like Public Impact, Bellwether, FDR Group, and Eco Northwest.
- Share Idaho's, and rural education more generally, stories and challenges with national education organizations and media. This includes writing op-eds and being quoted widely in newspapers and new media in Idaho and nationally.
- Represent Idaho's new school sector at state and national debates, forums and conferences.

VICE-PRESIDENT FOR OHIO PROGRAMS AND POLICY

THOMAS B. FORDHAM FOUNDATION AND INSTITUTE | WASHINGTON, DC & DAYTON, OHIO 2001 – 2013

- Served as Fordham's senior staff person in Ohio, including recruiting, hiring, and managing all staff.
- Worked with Fordham's board of trustees, the Fordham Ohio Committee and senior leadership to develop, plan, and lead Fordham's Ohio policy and research agenda.
- Engaged the governor's office, legislative leadership, state board of education members, and Ohio Department of Education officials to craft public policies and legislation that better served Buckeye State PK-12 education and would lead to increased student achievement.
- Collaborated with philanthropy, business, education, higher education and other influential leaders across Ohio on issues ranging from school choice policies, to teacher quality issues, to standards and accountability, to school funding.
- Launched and led Fordham's efforts as a charter school authorizer responsible for eight schools educating over 2,000 students.

TERENCE R. RYAN

- Identified, recruited and managed national experts to assist Ohio research, projects and events.
- Raised external grant dollars from national and state funders for research projects, public events and other policy-oriented activities. Raised over \$3 million dollars for Ohio efforts.
- Created and managed coalitions of statewide partners for specific school improvement efforts.
- Communicated with, and influenced, editorial boards, journalists, education bloggers and other news media.
- Testified to the Ohio Senate and House on pressing education issues.
- Presented to education groups, students, and reform groups in Ohio and across the country.
- Partnered with district school superintendents, county education officials and others to improve Ohio's charter school quality and human capital pipelines.
- Allied with like-minded reform organizations in other states (PIE-Net and CEE-Trust).
- Co-authored Ohio's *Education Reform Challenges: lessons from the frontlines* (Palgrave- MacMillan, July 2010) with Chester E. Finn, Jr. and Michael B. Lafferty.

PROGRAM DIRECTOR AND SENIOR RESEARCHER

21ST CENTURY LEARNING INITIATIVE | RESTON, VA & BATH, ENGLAND

1996 – 2001

- Led Initiative research and training efforts.
- Worked closely with a group of international education researchers, scientists, policy makers, academics, and business leaders to generate a synthesis on human learning that became the basis of two books, numerous articles, and public presentations.
- Briefed lawmakers, policy leaders and education reformers on the findings of the Initiative in the United States, Canada, the United Kingdom, and other countries.
- Testified to the Educational Policy Unit at 10 Downing Street in London.
- Developed and maintained the Initiative's web site and external communications.
- Organized and managed the organization's finances.
- Co-authored *The Unfinished Revolution: Learning, Human Behavior, Community and Political Paradox*; this book was published in the United States by ASCD Press, and in the United Kingdom by Network Educational Press Ltd. (2001).

PATERSON FELLOW/AMERICAN FEDERATION OF TEACHERS INTERNATIONAL FELLOW

THE FOUNDATION FOR EDUCATION FOR DEMOCRACY | WARSAW, POLAND

1994 – 1995

- Worked with Foundation Leadership, the Polish Ministry of Education, and the US Embassy to organize and convene an international conference on "Education and the Transition to Democracy."
- Developed the organizational capacities of the Foundation by raising external grant dollars, helping set-up accounting systems and processes for tracking and reporting grant dollars from Western foundations and governments.
- Represented the Foundation at public events hosted by foreign funding agencies and attended events sponsored by the US Ambassador to Poland; the German Embassy and other Western governments and agencies.
- Led fundraising training workshops for educators in Poland, Lithuania and Romania.

TERENCE R. RYAN



- Taught High School English at the Goethe School in Warsaw.

EDUCATION

MASTER OF ARTS DEGREE, POLITICAL ECONOMY

Graduate School of International Studies | Denver, CO

1994

BACHELOR OF ARTS DEGREE IN HISTORY & ASSOCIATES DEGREE IN JOURNALISM

Eastern Illinois University | Charleston, IL

1990

AWARDS, RECOGNITIONS AND BOARDS/COMMISSIONS

- Commissioner | Council for Accreditation of Educator Preparation
- Task Force Member | Rural Opportunities Consortium of Idaho (ROCI)
- Board Member | Gem Innovation Schools, Idaho
- Member | National Alliance for Public Charter Schools State Leaders Council
- Research Fellow | The Hoover Institution
- Fellow | New Schools/Aspen Institute Fellowship, 2008
- Board Member (former) | School Choice Ohio
- Fellow | University of Denver's Paterson International Fellowship
- Board Member | Pathways in Education, Idaho
- Board Member (founding) | Education for All

- Financial Reporting & Controls
- Operational and Financial Metrics
- ERP Implementation & Optimization
- G/L, A/P, A/R, Payroll
- Cost Accounting, Cost Control
- Advanced Excel / Access / SQL
- Data Mining, Analysis & Reporting
- Human Resources
- Federal & State Tax Compliance
- Staff Development & Mentoring
- ISO 9001/AS9100
- Non-profit Accounting

EXPERIENCE

BLUUM, INC. Boise, ID
Non-profit organization committed to cultivating great leaders and innovative schools.

Chief Financial Officer (2015 – present)

Financial and operational leader of a rapidly growing non-profit organization.

Specific responsibilities include:

- Developing and managing all accounting and operational/HR systems
- Developing and managing contracts, ensuring all grant deliverables are met and expenditures properly reported
- Developing and sustaining relationships with funders, staff and stakeholders
- Working directly with partner charter schools (current and future) to build, lead and manage shared fee-based financial support services.
- Work with CEO and Board to develop and implement a long-range business plan that achieves the organization’s mission of expanding the number of Idaho high-performing schools.

B&B SPECIALTIES, INC. Anaheim, CA
\$20 million privately held manufacturer of aerospace and commercial fasteners

Vice President, Finance (2009-2014)

Reporting to the CEO, responsible for accounting, finance, information technology, ERP system, advanced data research and analysis, and human resources.

Successful ERP system implementation (Visual Enterprise) incorporating financial management and reporting, internal controls, cost accounting, cost estimating, sales, warehouse, MRP, procurement, engineering data vault, quality management, engineering change control, state and federal tax compliance, job cost tracking and analysis, and operational metrics.

MARC CARIGNAN, CPA (2008-2009) Rancho Santa Margarita, CA
Consultant focusing on information technology and turnaround consulting

Consulting Projects

- ERP System Selection (2009) – B&B Specialties offered VP, Finance position after completion of the ERP selection project.

-
- Recapitalization / Refinance (2008-2009) Printing company in Brea, California - negotiated bank debt settlement reducing debt load by 25%, secured replacement lending, reduced operating costs 60%, returned company to positive cash flow and revenue growth.
-

RIMA ENTERPRISES, INC.

Huntington Beach, CA / Dusseldorf, Germany

\$40 million global, privately held manufacturer of automated and robotic post-press machinery

General Manager and Executive Controller (2000 – 2008)

Reporting to 2 CEOs, responsible for accounting and finance, information technology, human resources and operational management of the Huntington Beach manufacturing facility.

- Successful selection and on-time implementation of Made2Manage ERP software.
 - Streamlined and computerized accounting functions reducing month-end closings from 15-20 days to 2-4 days.
 - Efficiency improvement by automating data collection, eliminating many manual tasks and redundancy, improving employee training and providing easily accessible, real-time information. California headcount decreased from 73 in 2000 to 60 in 2008 while increasing manufacturing and sales volume.
 - Instrumental in launching new subsidiary to take over North American sales and service from a poorly performing, exclusive dealer. Negotiated national customer contracts.
-

GRANT THORNTON, LLP

Irvine and Los Angeles, CA

\$1 Billion (USA) CPA firm providing tax, audit and consulting services

Audit Manager (1997-1999), Audit Senior/Staff (1993-1997)

- Managed small to medium (\$500,000 to \$2 billion in assets) public and non-public client audits, ranging from 80 staff hours to 4,500 staff hours.
- Increased profitability and audit effectiveness through training, effective project management and exploiting emerging information technology tools to improve staff efficiency.
- Assisted our largest Not-For-Profit client with their ERP implementation.
- Instructed a variety of local and national training courses.

EDUCATION

California State University, Fullerton – Bachelor of Arts in Business Administration, *Summa Cum Laude*

OTHER PROFESSIONAL / LEADERSHIP ACTIVITIES

- Member of the American Institute of CPAs
- Cub Scout and Boy Scout leader (2002-2015)
- Treasurer, Orange County Chapter of the Association for Corporate Growth (2010)
- Treasurer, Heritage Museum of Orange County (2009)
- Chair of the San Francisco Solano Parish Pastoral Council and of Stewardship Committee (2008-2010)
- Member and then Chair of the San Francisco Solano Parish Finance Council (1998 – 2008)
- Board Member and Treasurer of American Lung Association of Orange County (2002-2006)
- Past Advisory Board Member and Instructor for Cal State Fullerton's Certificate in Financial Planning and Management for Nonprofit Organizations (1998-2006)

Greg Richmond

Employment

Bluum

Strategic Advisor

2020 - present

Provide strategic and operating support to the CEO, Idaho schools, and authorizers, including:

- Supporting schools' efforts to plan for re-opening after the coronavirus pandemic.
- Securing federal funds, including the Paycheck Protection Program and Education Stabilization Funds.
- Assist school districts working to develop new charter schools.
- Support current and aspiring charter schools in issues related to authorization.
- Assist with the implementation of Bluum's federal Charter School Program grant.

National Association of Charter School Authorizers

Chief Executive Officer

2005 – 2019

Built a small association of agencies that oversee charter schools into a powerful, multi-faceted national organization focused on quality outcomes for students.

- Established the organization's vision, mission, and values. Through inclusive processes that solicited input from diverse stakeholders throughout the country, developed strategic plans with clear goals and objectives.
- Developed the management and operating systems to execute the strategic plans, including logic models, multi-year financial plans, measurement systems, and tracking tools to direct staff and to report on progress to the board.
- Managed staff within a positive culture that provided clarity of expectations, regular feedback, recognition of good work, and opportunities to learn and grow. Annually administered Gallup's Q12 employee satisfaction survey and consistently scored above the 90th percentile among all employers across the nation.
- Coordinated the efforts of multiple divisions comprised of diverse professional skill sets (including program staff, communications, development, and finance) to achieve organizational goals and objectives.
- Achieved the organization's goals within the 2012-2017 strategic plan, referred to as our "One Million Lives" campaign, by strengthening charter school laws in 23 states, improving the professional practices of 80% of large authorizing agencies across the country, and providing intensive development to 75 professionals, leading to just over one million students being served in better schools during the five years of the plan.
- Served as the public representative of the organization to multiple audiences, in personal meetings and public events, through print and broadcast news media, and through social media.

Developed and successfully executed communications plans that determined our target audiences, primary message, and performance metrics.

- Testified before Congress on multiple occasions and met individually with Senators, Congressmen, and Secretaries of Education Duncan and DeVos.
- Worked collaboratively with NACSA's board to focus on the organization's performance against its goals, objectives and financial metrics. Established an advisory board of stakeholders that strengthened relationships among key constituencies and served as a pipeline of candidates for the Board of Directors.
- Produced stellar financial results:
 - Grew the budget from less than \$1 million annually to \$7 million,
 - Inherited a negative reserve fund balance and grew it to \$1.5 million,
 - Generated diversified income exceeding \$60 million over 15 years, including more than \$45 million of philanthropic and federal grants, and \$15 million of earned income,
 - Produced clean, unqualified audits with no internal control issues or management letters for the past 8 years, and
 - Served as a fiscal agent for the Walton Family Foundation and Bill and Melinda Gates Foundation.

Chicago Public Schools

Chief Officer for New Schools Development, 2003 – 2005.

Director, Charter Schools Office, 1996 – 2003.

Legislative Liaison, 1994-1996.

Worked collaboratively with educators, community organizations, and peers within the public school system to create new schools, that included charter schools, small schools and contract schools.

- Provided overall leadership for the district's new schools initiatives. Served as the district's founding Director of its Charter Schools Office, later promoted to oversee all new schools opened within the district.
- Created the district's system for evaluating new school proposals, including the academic, financial, management, governance, and facilities plans for each proposal. Built and managed diverse proposal evaluation teams, criteria, and processes.
- Created the district's system for evaluating the performance of existing charter schools, including academic, financial, and compliance criteria. The system later became the foundation of a school quality evaluation framework implemented for all district schools.
- Worked collaboratively with charter school staff and district staff to establish policies and practices to define the relationship between charter schools and the district, solve problems, and seize opportunities
- Met frequently with educators and community organizations that were interested in starting new schools.
- Regularly briefed and received input from the Mayor's Office and city council members on new schools planned for their neighborhoods.
- Represented the school district in community meetings throughout the city and with news media.
- Created a formal process for engaging community residents in the review of proposed new schools. Represented the school district at community meetings, receiving input from residents who both supported and opposed various new school proposals.

State of Illinois

Legislative Analyst. State Senate Education and Appropriations Committees. 1991-1994.

Policy Analyst. Illinois Attorney General. 1990 – 1991.

Budget Analyst. Illinois Bureau of the Budget. 1989 – 1990.

Volunteer Public Service

Illinois State Charter School Commission

Chairman, 2011 - 2015

- Appointed by the Governor to serve as the founding chairman of Illinois' newly-created State Charter School Commission.
- Developed and maintained positive relationships with Commissioners, who represented urban, suburban, and rural communities as well as a variety of attitudes toward charter schools.
- Chaired Commission meetings in communities throughout the state, including highly-charged meetings in which proposals for new charter schools were being considered.
- Met frequently with state legislators and testified before legislative committees.

Boards

- Perspectives Charter School, 2020 to present
- Equitable Facilities Fund (EFF), 2017 to 2020.
- Facilities Investment Fund (FIF), 2017 to 2020.
- National Association of Charter School Authorizers, 2000 to 2005. (Founding Chair)
- National Alliance for Public Charter Schools.
- Illinois Network of Charter Schools.

Fellowships & Volunteer Service

- Senior Fellow, Ed Institute, Georgetown University, McCourt School of Public Policy
- Social Venture Partners – Chicago
- Pahara Fellow, Aspen Institute's Global Leadership Network
- Aspen Institute's Commission on No Child Left Behind

Education

- Master of Arts, Public Affairs. University of Minnesota
- Bachelor of Science, Geography. University of Wisconsin

SUMMARY

- Implementing service strategies & structure to improve grants process.
- Appropriating new systems rapidly, developing strong technical expertise for troubleshooting and resolving issues, vulnerabilities, and potential threats.
- Providing documentation & training across varying departments & staff levels.
- Leading projects with cross-functional teams.
- Assessing situations quickly, providing exceptional support and solutions.
- Producing deliverables that are timely & effective.

CERTIFICATION

Certified Information Systems Security Officer ISSO Standard 4014

Hawaii Teaching License – Standard, 5 yr., 6-12 Social Studies, Special Education 6-12

Idaho Interim Certificate – Exceptional Child Generalist, K-12, Secondary Social Studies 6-12

EDUCATION

Chaminade University, Honolulu, HI

- Graduate Coursework in Educational Leadership, GPA 4.0 2014

New Jersey City University, Jersey City, NJ

- Master of Science, Professional Security Studies, GPA 3.94 2013
- Bachelor of Science, Business Management, GPA 3.89, Magna Cum Laude 2010

Rutgers University, New Brunswick, NJ

- Geographic Information Systems Coursework 1998

Brookdale Community College, Lincroft, NJ

- Associate in Arts, Social Science 1997

SKILLS

Windows/Mac/Chrome, MS Access/Visio/SharePoint, Office 365, Dynamics CRM, Google Office, SQL queries, Avaya PBX/CMS, CRM systems, Applicant Tracking Systems, GPS, GIS, AIRS, Core State Standards, Special Education Law, Privacy, Information Assurance (Confidentiality, Integrity, Availability), HIPAA/FERPA, Six Sigma Green Belt, Sarbanes-Oxley.

PROFESSIONAL EXPERIENCE

Learning and Grant Specialist, Bluum, Inc., Boise, ID 2017 – present

Accountability reporting to all stakeholders, identifying, cultivating and disseminating assessment data across high performing school grants portfolio; Support leaders and staff to use technology and digital content effectively to promote data driven decision making; Sharing innovative ideas, individual coaching and acting as a thought partner for internal staff and grantees; Ensure all data systems are managed effectively, pursuing continuous improvement in data visualization and reporting tools; Build school leader capacity over time in support of state wide innovation and academic achievement.

Exceptional Child Generalist, Rural School Districts, Hawaii & Idaho 2013 – 2017

Taught with a focus on academic achievement for all students regardless of socioeconomic status or learning level in a personalized learning environment. Coordinate school wide field trips; direct exhibition nights; communicate regularly with family liaison to provide opportunities for students. Observations and eligibility testing; Surveyed/tracked student achievement data to effectively inform goals, instruction and task differentiation; Procured online donations for classroom materials; Scheduled regional speakers for classroom engagement; Communicated consistently with parents, guardians, administrators, and service providers; Peer Learning Community; Safety Committee; Google Apps Trainer; After School Tutor; State Test Administrator.

AMY L. FELTON

Technology Specialist, Brookdale Community College, Lincroft, NJ 2012 – 2013
Center for Holocaust, Human Rights & Genocide Education

Configured constituent management hardware/software; Reporting; Software documentation and training volunteers and staff; Social Media Coordinator; Videography.

Marketing Director, Configuration Management, Matawan, NJ 2010- 2011

Social Media/Email communications for talent services; Sourced and managed content; Identified threats and opportunities in user generated content; Market Research; Applicant tracking database and internet research for candidate pool/potential clients; Event Planning/PR; Executive reporting/presentations.

Research Manager/Database Administrator, Common Agenda, Brielle, NJ 2007- 2008

Monitor/manage staff of ten on and off-site recruiters/researchers; Implementation of best practices and streamlined workflow; Strategic Planning to double revenue of the company; Upgraded software/hardware technology including existing research data, recruiting database, phone system, reporting metrics and business development.

Business Analyst, Ansell Healthcare, Iselin, NJ 2002-2007

Liaison between Customer Relations & Sales, Marketing, Distribution, Supply and Logistics, IT, and Shared Services; Database administration; Change Management & Continuous Process Improvement; Sarbanes-Oxley documentation of CRM workflow; Technical documentation and training programs; FDA & IRS compliant Access database design; Call Center and Order Processing Business Performance Measures; Project Management; Six Sigma Green Belt, Executive Reporting.

PC Technician

Network and back-up operations; Software/hardware installation/inventory/upgrades; Help desk/troubleshooting; End user documentation/training all systems; Compiled and streamlined inventory.

VOLUNTER EXPERIENCE

Teach for America, Idaho 2015-present
Alumni Leadership Team

Wilder School District, Idaho 2015-present
Science Fair Judge

Teach for America/AmeriCorps, Hawaii 2013-2015
Corps Member

'Sculptoure', Shore Institute of Contemporary Art, Long Branch, NJ 2008
Participant Urban Sculpture Park – Selected by juried art exhibition to install a large-scale site-specific temporary sculpture.

'Asbury Agile', Asbury Park, NJ (Web development/design conference) 2011
Crew Member – Student Outreach; Market research; Event planning/PR.

'FilmOneFest', Atlantic Highlands Arts Council, NJ (One-minute outdoor film festival) 2008-2011
Social Media Chair - Social media strategy/ planning; Market research; Event planning/PR.

PERSONAL INTERESTS/ASSOCIATIONS

PowerBI Meetup, Boise SharePoint User Group, Boise Mac User Group, New Jersey City University Entrepreneurial Society; ASIS Student Chapter; AmeriCorps; Delta Mu Delta Honor Society; Technology; Art; Travel; Educational Equity; Start Up Community

**IDAHO STATE BOARD OF EDUCATION
INDIRECT COST RATE PROPOSAL
(based on actuals for 06/30/2019)**

COST CENTER EXPENSE		TOTAL COSTS	UNALLOW COSTS	FEDERAL PROGRAMS	NON-FEDERAL PROGRAMS	DIRECT COSTS	INDIRECT COSTS
13309	Chief Academic Officer						
13315	Teacher Administrator Title II General						
13330	Opportunity Scholarship Administration						
13350	Career Information Systems	376,333	-	-	376,333	376,333	
14440	OSBE Board Travel Expenses	63,382	-	-	63,382	63,382	
14450	Management Services Direct	938,424	(65,870)	-	872,553	872,553	
14450	Management Services Indirect	155,813	-	-	155,813		155,813
14454	Assessment & Accountability Staff Operating	265,154	-	-	265,154	265,154	
14460	College and Career	94,330	-	-	94,330	94,330	
14470	Fiscal Services Direct	227,166	-	-	227,166	227,166	
14470	Fiscal Services Indirect	193,262	-	-	193,262		193,262
14480	Teacher Effectiveness	358,371	-	-	358,371	358,371	
14490	Administrator Training	260,000	-	-	260,000	260,000	
20000	Indirect Cost Recovery Funds - General	-	-	-	-	-	
20010	Indirect Cost Recovery Funds - Indian Ed.	4,660	-	-	4,660	4,660	
22216	Teacher Administrator SAHE FFY 2016	255,664	(251,215)	4,449.29	-	4,449	
13310	Proprietary Schools Oversight	95,046	-	-	95,046	95,046	
13311	Proprietary Schools Authorizers Reciprocity	6,265	-	-	6,265	6,265	
29100	Livestock Fund for Higher Education	42,000	-	-	42,000	42,000	
29300	Lumina Grant	3,427	-	-	3,427	3,427	

TOTAL COSTS PROPOSED.....

LESS ADJUSTMENTS:

Division of Financial Management DOA costs

ADJUSTED TOTAL COSTS.....

RATE CALCULATION PROPOSED:

TOTAL INDIRECT COST PROPOSED

TOTAL DIRECT COST PROPOSED

ADJUSTED RATE CALCULATION:

TOTAL ADJUSTED INDIRECT COST

TOTAL ADJUSTED DIRECT COST

Appendix 4

List of Proprietary Information Found in the Application

Inspire Idaho Microgrant Program

A Proposal under ESF-REM Absolute Priority 1

There is no proprietary information in the Idaho State Board of Education's *Inspire Idaho* microgrant application.

Appendix 5

Assurance that Applicant will participate in an evaluation, pursuant to Application Requirement 5

Inspire Idaho Microgrant Program

A Proposal under ESF-REM Absolute Priority 1

The Idaho State Board of Education, pursuant to its *Inspire Idaho* grant application under ESF-REM Absolute Priority 1, hereby provides an assurance that it will participate in an evaluation, pursuant to Application Requirement 5.

50 YEARS OF GIVING



J.A. and KATHRYN

ALBERTSON FAMILY
FOUNDATION

June 21, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 – Continued Learning Parent Microgrants

Dear Secretary DeVos,

On behalf of the J.A. and Kathryn Albertson Family Foundation, it is my pleasure to write in support of *Inspire Idaho's* application for parent microgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

Inspire Idaho is an innovative public-private consortium made up of the Idaho State Board of Education, the J.A. and Kathryn Albertson Family Foundation, the Idaho State Department of Education and the education non-profit Bluum. The Foundation is committed to investing up to \$1 million to facilitate this important effort and to cover the costs of Bluum's operational, marketing, and technical expertise and support to the Idaho State Board of Education.

We support *Inspire Idaho's* primary objective to use this federal grant support to provide resources to parents as a way to help close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially our rural and neediest children who have been disproportionately impacted by the COVID-19 crisis, access to online learning opportunities and choices that help meet their unique educational needs.

Idaho's coronavirus burden is different than that faced by families, schools and communities in more populous and wealthier states, but it is no less real and no less damaging to the educational prospects of our more vulnerable students. While Idaho is one of the fastest growing states in the nation, it's 1.7 million residents are widely dispersed over 82,750 square miles – an area more than twice the size of states like Tennessee, Ohio and Virginia. This geographic expanse presents us with unique challenges as we grapple to make remote learning choices available to all GEM State students, not matter where they live.

Similarly, the health and economic impacts of the coronavirus on Idaho do not resemble the tragedies of densely populated big cities like New York, Detroit, and New Orleans, but they are no less harmful to the affected students, families, and communities. In Idaho, the virus has hit small towns and our growing Hispanic population particularly hard. Our small towns are home to food processing plants – like a meat-packing plant in Burley and a potato processing plant in Jerome – and these communities and their families have been hit hard by both COVID-19 and associated unemployment. Economically, Idaho’s seasonally adjusted unemployment of 11.5% in April was the highest ever recorded.

This grant is a critical component to Idaho’s strategic effort to ensure all of our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis.

Sincerely,



Roger Quarles
Executive Director

P- 208 424-2612
501 E. Baybrook Court Boise, ID 83706



State of Idaho

Idaho Commission on Hispanic Affairs

Brad Little
Governor

Juan Álvarez
Chairperson

Margie Gonzalez
Executive Director

Thursday, June 18, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

COMMISSIONERS:

Erika L. Allen

Raquel Romero Arenz

Ivan Castillo-Teran

Mauricio Cardona

Sen. Janie Ward-Engelking

Sen. Steven Thayne

Rep. Clark Kauffman

Rep. Brooke Green

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 – Continued Learning Parent Microgrants

Dear Secretary DeVos,

On behalf of The Idaho Commission on Hispanic Affairs it is my pleasure to write in support of *Inspire Idaho's* application for parent microgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

We support *Inspire Idaho's* primary objective to use this federal grant support to provide resources to parents to help close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially our rural and neediest children who have been disproportionately impacted by the COVID-19 crisis, access to online learning opportunities and choices that help meet their unique educational needs.

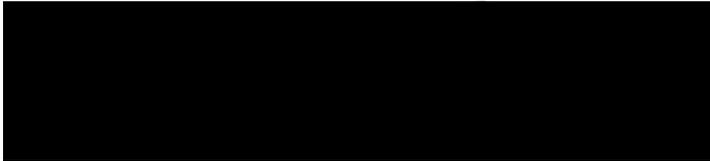
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Continue next page

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This grant is a critical component to Idaho’s strategic effort to ensure all of our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis.

Sincerely,



“Working toward educational, economic, and social equality for Hispanics in Idaho”
An Equal Opportunity Employer

June 18, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 – Continued Learning Parent Microgrants

Dear Secretary DeVos,

On behalf of Idaho Hispanic Chamber of Commerce, it is my pleasure to write in support of *Inspire Idaho's* application for parent microgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

Inspire Idaho is an innovative public-private consortium made up of the Idaho State Board of Education, the J.A. and Kathryn Albertson Family Foundation, the Idaho State Department of Education and the education non-profit Bluum.

We support *Inspire Idaho's* primary objective to use this federal grant support to provide resources to parents as a way to help close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially our rural and neediest children who have been disproportionately impacted by the COVID-19 crisis, access to online learning opportunities and choices that help meet their unique educational needs.

Idaho's coronavirus burden is different than that faced by families, schools and communities in more populous and wealthier states, but it is no less real and no less damaging to the educational prospects of our more vulnerable students. While Idaho is one of the fastest growing states in the nation, it's 1.7 million residents are widely dispersed over 82,750 square miles – an area more than twice the size of states like Tennessee, Ohio and Virginia. This geographic expanse presents us with unique challenges as we grapple to make remote learning choices available to all GEM State students, not matter where they live.

Similarly, the health and economic impacts of the coronavirus on Idaho do not resemble the tragedies of densely populated big cities like New York, Detroit, and New Orleans, but they are no less harmful to the affected students, families, and communities. In Idaho, the virus has hit small towns and our growing Hispanic population particularly hard. Our small towns are home to food processing plants – like a meat-packing plant in Burley and a potato processing plant in Jerome – and these communities

and their families have been hit hard by both COVID-19 and associated unemployment. Economically, Idaho's seasonally adjusted unemployment of 11.5% in April was the highest ever recorded.

This grant is a critical component to Idaho's strategic effort to ensure all of our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis.

Sincerely,

Enrique Rivera

President & CEO

Idaho Hispanic Chamber of Commerce



IDAHO STATE BOARD OF EDUCATION

650 W. State Street | P.O. Box 83720 | Boise, Idaho 83720-0037

208-334-2270 | FAX: 208-334-2632

email: board@osbe.idaho.gov

June 25, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 – Continued Learning Parent Microgrants

Dear Secretary DeVos,

It is my pleasure to write in support of *Inspire Idaho*'s application for parent microgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

Inspire Idaho is an innovative public-private consortium made up of the Idaho State Board of Education, the J.A. and Kathryn Albertson Family Foundation, the Idaho State Department of Education and the education non-profit Bluum.

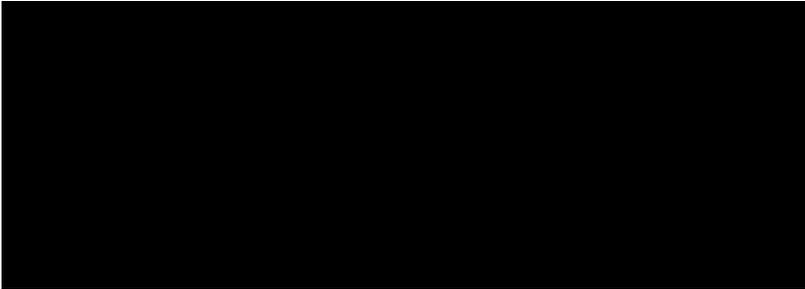
Inspire Idaho's primary objective to use this federal grant support to provide resources to parents as a way to help close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially our rural and neediest children who have been disproportionately impacted by the COVID-19 crisis, access to online learning opportunities and choices that help meet their unique educational needs.

Idaho's coronavirus burden is different than that faced by families, schools and communities in more populous and wealthier states, but it is no less real and no less damaging to the educational prospects of our more vulnerable students. While Idaho is one of the fastest growing states in the nation, its 1.7 million residents are widely dispersed over 82,750 square miles – an area more than twice the size of states like Tennessee, Ohio and Virginia. This geographic expanse presents us with unique challenges as we grapple to make remote learning choices available to all GEM State students, not matter where they live.

Similarly, the health and economic impacts of the coronavirus on Idaho do not resemble the tragedies of densely populated big cities like New York, Detroit, and New Orleans, but they are no less harmful to the affected students, families, and communities. In Idaho, the virus has hit small towns and our growing Hispanic population particularly hard. Our small towns are home to

food processing plants – like a meat-packing plant in Burley and a potato processing plant in Jerome – and these communities and their families have been hit hard by both COVID-19 and associated unemployment. Economically, Idaho’s seasonally adjusted unemployment of 11.5% in April was the highest ever recorded.

This grant is a critical component to Idaho’s strategic effort to ensure all of our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis.





EMAIL: [REDACTED]

House of Representatives State of Idaho

June 23, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 – Continued Learning Parent Microgrants

Dear Secretary DeVos,

It is my pleasure to write in support of *Inspire Idaho's* application for the parent microgrant funding of \$20 million. *Inspire Idaho* is an innovative public-private consortium made up of the Idaho State Board of Education, the J.A. and Kathryn Albertson Family Foundation, the Idaho State Department of Education and the education non-profit Bluum. Their primary objective to use this federal grant support to provide resources to help parents close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially our rural and neediest children who have been disproportionately impacted by the COVID-19 crisis. Access to online learning opportunities and choices will help meet their unique needs.

Idaho's coronavirus burden is different than that faced by families, schools and communities in more populous and wealthier states, but it is no less real and no less damaging to the educational prospects of our more vulnerable students. While Idaho is one of the fastest growing states in the nation, it's 1.7 million residents are widely dispersed over 82,750 square miles – an area more than twice the size of states like Tennessee, Ohio and Virginia. This geographic expanse presents us with unique challenges as we grapple to make remote learning choices available to all GEM State students, no matter where they live.

Similarly, the health and economic impacts of the coronavirus on Idaho do not resemble the tragedies of densely populated big cities like New York, Detroit, and New Orleans, but they are no less harmful to the affected students, families, and communities. In Idaho, the virus has hit small towns and our growing Hispanic population particularly hard. Our small towns are home to food processing plants – like a meat-packing plant in Burley and a potato processing plant in Jerome – and these communities and their families have been hit hard by both COVID-19 and associated unemployment. Economically, Idaho's seasonally adjusted unemployment of 11.5% in April was the highest ever recorded.

This grant is a critical component to Idaho's strategic effort to ensure all our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis.

Sincerely,

[REDACTED]
Lance W. Clow



Idaho State Senate

SENATOR DEAN M. MORTIMER

June 23, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 – Continued Learning Parent Microgrants

Dear Secretary DeVos,

It is my pleasure as the Senate Education Chairman to write in support of *Inspire Idaho's* application for parent microgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

Inspire Idaho is an innovative public-private consortium that I have been very supportive of. It is made up of the Idaho State Board of Education, the J.A. and Kathryn Albertson Family Foundation, the Idaho State Department of Education and the education non-profit Bluum.

Inspire Idaho's primary objective to use this federal grant support to provide resources to parents as a way to help close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially our rural and neediest children who have been disproportionately impacted by the COVID-19 crisis, access to online learning opportunities and choices that help meet their unique educational needs.

Idaho's coronavirus burden is different than that faced by families, schools and communities in more populous and wealthier states, but it is no less real and no less damaging to the educational prospects of our more vulnerable students. While Idaho is one of the fastest growing states in the nation, it's 1.7 million residents are widely dispersed over 82,750 square miles – an area more than twice the size of states like Tennessee, Ohio and Virginia. This geographic expanse presents us with unique challenges as we grapple to make remote learning choices available to all GEM State students, not matter where they live. In Idaho, the virus has hit small towns and our growing Hispanic population particularly hard

This grant is a critical component to Idaho's strategic effort to ensure all of our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis.

Sincerely,


Dean M. Mortimer
Idaho Senate Education Chairman



House of Representatives State of Idaho

SPEAKER OF THE HOUSE

June 24, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 – Continued Learning Parent Microgrants

Dear Secretary DeVos,

It is my pleasure to write in support of *Inspire Idaho's* application for parent microgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program. *Inspire Idaho* is a public-private consortium made up of the Idaho State Board of Education, the J.A. and Kathryn Albertson Family Foundation, the Idaho State Department of Education and the education non-profit Bluum.

Inspire Idaho intends to use this federal grant to provide resources to parents of up to 19,000 students, especially our rural and neediest children, so they will have access to online learning opportunities that will help meet their unique educational needs.

Idaho is one of the fastest growing states in the nation and our 1.7 million residents are widely dispersed over 82,750 square miles – an area more than twice the size of Ohio or Tennessee. This geographic expanse presents us with unique challenges in making remote learning choices available to all Idaho students, no matter where they live.

In Idaho, many of these students have been disproportionately impacted by the COVID-19 crisis. While Idaho's coronavirus levels have not risen to those of some other areas, it is no less real and no less damaging to the educational prospects of our more vulnerable students. The virus has hit small towns and our growing Hispanic population particularly hard. Some of these small towns are home to food processing plants – like a meat-packing plant in Burley and a potato processing plant in Jerome – and these communities and their families have been hit hard by both COVID-19 and associated unemployment. Idaho's seasonally adjusted unemployment of 11.5% in April was the highest ever recorded.

Betsy DeVos
June 24, 2020
Page 2

This grant is a critical component to Idaho's strategic effort to ensure that all our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis. I respectfully request that you give this grant request your most favorable consideration.

Sincerely,



Scott Beuke
Speaker of the House

SB/mlm



**CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES**

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

June 24, 2020

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1: Continued Learning Parent Microgrants

Dear Secretary DeVos,

It is my pleasure to write in support of *Inspire Idaho's* application for parent microgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

Inspire Idaho is an innovative public-private consortium made up of the Idaho State Board of Education, the J.A. and Kathryn Albertson Family Foundation, the Idaho State Department of Education, and the education non-profit Bluum.

We support *Inspire Idaho's* primary objective to use this federal grant support to provide resources to parents to help close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially our rural and neediest children who have been disproportionately impacted by the COVID-19 crisis, access to online learning opportunities and choices that help meet their unique educational needs.

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Similarly, the health and economic impacts of the coronavirus on Idaho do not resemble the tragedies of densely populated big cities like New York, Detroit, and New Orleans, but they are no less harmful to the affected students, families, and communities. In Idaho, the virus has hit small towns and our growing Hispanic population particularly hard. Our communities are home to agriculture, food processing, natural resources, technology, and service businesses. These communities and their families have been hit hard by both COVID-19 and associated unemployment. Economically, Idaho's seasonally adjusted unemployment of 11.5% in April was the highest ever recorded.

This grant is a critical component to Idaho's strategic effort to ensure all our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis.

Sincerely,

[Redacted Signature]
Member of Congress

MIKE SIMPSON

SECOND DISTRICT, IDAHO

WASHINGTON OFFICE:

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CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES

COMMITTEE ON APPROPRIATIONS

SUBCOMMITTEES:

ENERGY AND WATER DEVELOPMENT,
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RANKING MEMBER

INTERIOR, ENVIRONMENT,
AND RELATED AGENCIES

LABOR, HEALTH AND HUMAN SERVICES,
EDUCATION, AND RELATED AGENCIES

June 24, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 – Continued Learning Parent Microgrants

Dear Secretary DeVos,

It is my pleasure to write in support of *Inspire Idaho's* application for parent microgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

Inspire Idaho is an innovative public-private consortium made up of the Idaho State Board of Education, the J.A. and Kathryn Albertson Family Foundation, the Idaho State Department of Education and the education non-profit Bluum.

We support *Inspire Idaho's* primary objective to use this federal grant support to provide resources to parents as a way to help close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially our rural and neediest children who have been disproportionately impacted by the COVID-19 crisis, access to online learning opportunities and choices that help meet their unique educational needs.

Idaho's coronavirus burden is different than that faced by families, schools and communities in more populous and wealthier states, but it is no less real and no less damaging to the educational prospects of our more vulnerable students. While Idaho is one of the fastest growing states in the nation, it's 1.7 million residents are widely dispersed over 82,750 square miles – an area more than twice the size of states like Tennessee, Ohio and Virginia. This geographic expanse presents us with unique challenges as we grapple to make remote learning choices available to all GEM State students, no matter where they live.

Similarly, the health and economic impacts of the coronavirus on Idaho do not resemble the tragedies of densely populated big cities like New York, Detroit, and New Orleans, but they are no less harmful to the affected students, families, and communities. In Idaho, the virus has hit small towns and our growing Hispanic population particularly hard. Our small towns are home to food processing plants – like a meat-packing plant in Burley and a potato processing plant in Jerome – and these communities and their families have been hit hard by both COVID-19 and associated unemployment. Economically, Idaho's seasonally adjusted unemployment of 11.5% in April was the highest ever recorded. With many of Idaho's students not able to utilize the online learning tools, better access to technology is needed.

This grant is a critical component to Idaho's strategic effort to ensure all of our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis.



United States Senate

WASHINGTON, DC 20510

COMMITTEES:

BANKING, HOUSING, AND
URBAN AFFAIRS
CHAIRMAN

FINANCE

JUDICIARY

BUDGET

June 18, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Re: Support for Idaho's Application for the ESF-REM Absolute Priority 1 – Continued Learning Parent Microgrants

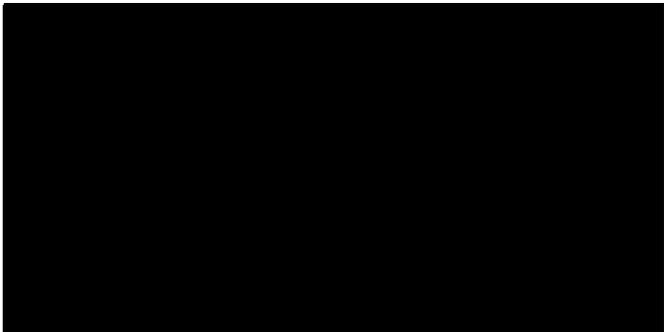
Dear Secretary DeVos:

I write in support of Inspire Idaho's application for parent microrgrant funding of \$20 million under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program. Inspire Idaho is an innovative public-private consortium made up of the Idaho State Board of Education, J.A. and Kathryn Albertsons Family Foundation, Idaho State Department of Education and Bluum, a non-profit, statewide charter school support entity.

I understand that Inspire Idaho's primary objective is to use this federal grant support to provide resources to parents as a way to help close Idaho's digital divide and narrow achievement gaps. These valuable resources will provide up to 19,000 students, particularly those in rural and disproportionately impacted areas adversely affected by COVID-19, access to online learning opportunities and choices that help meet their unique educational needs.

While Idaho is one of the fastest growing states in the nation, its 1.7 million residents are widely dispersed over 82,750 square miles. This geographic expanse presents parents and educators with unique challenges as they grapple to make remote learning choices available to all students no matter where they live. I am told that this grant is a critical component to Idaho's strategic efforts to ensure all children have access to devices, networks and remote learning opportunities need to overcome missed education opportunities triggered by the COVID-19 crisis.

I urge the U.S. Department of Education to give this application all due consideration.



June 22, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0001

Dear Secretary Devos:

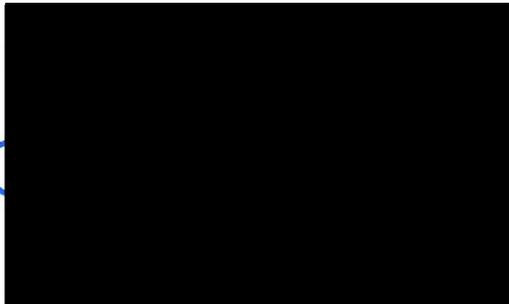
I write in support of Inspire Idaho's application for parent micro grant funding under the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

If awarded, funding will provide resources to parents as a way to help close Idaho's digital divide and narrow achievement gaps. These resources will provide up to 19,000 students, especially rural and disadvantaged children who have been disproportionately impacted by the COVID-19 crisis, access to online learning opportunities that help meet their unique educational needs.

Idaho's coronavirus burden is different than that faced by families, schools and communities in more populous and wealthier states, but it is no less real and no less damaging to the educational prospects of our more vulnerable students. While Idaho is one of the fastest growing states in the nation, it's 1.7 million residents are widely dispersed over 82,750 square miles. This geographic expanse presents unique challenges as we struggle to make remote learning choices available to all Idaho students, regardless of where they live.

A recent survey by the Idaho State Board of Education revealed that more than 100,000 students in our state do not have a computer at home and up to 18,000 students do not have adequate internet service to participate in remote learning. This grant is a critical component to Idaho's strategic effort to ensure all of our children have access to the devices, networks and remote learning opportunities needed to overcome the learning loss and missed educational opportunities triggered by the COVID-19 crisis. I urge you to give this application full and fair consideration.

JER/kme



Performance Measures

Inspire Idaho Microgrant Program

An ESF-REM Application under Absolute Priority 1

The Secretary has established the following performance measures for the ESF-REM Grants program: (1) The number of students served by the project; (2) the percentage of parents who reported satisfaction with the remote learning options available; and (3) the number and different types, as defined by the grantee, of new remote learning options provided. *Inspire Idaho* will collect and report on these measures and, as indicated elsewhere in the application, will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out.

In addition, *Inspire Idaho* proposes the following performance measure and performance target. The additional performance measure will be the proportion of *Inspire Idaho* grant recipients who successfully complete their studies and advance to the next grade level or graduate at the conclusion of the school year following the year they receive their microgrant. The performance target will be 100% completion and advancement.

(a) The additional performance measure would accurately measure the performance of the project because the purpose of the ESF-REM Grant program is to provide support to address specific educational needs of students. A project that successfully addresses specific educational needs will strengthen students' likelihood to stay in school, complete courses of study, and advance to the next level

of education. For this reason, the additional performance measure is also consistent with and complements the performance measures of the program.

- (b) Baseline data for *Inspire Idaho* will be the proportion of demographically similar students who completed the 2018-19 school year and advanced to the next level of studies or graduated. This baseline will be established once the demographic characteristics of the microgrant recipients are determined. This baseline data from 2018-19 can be established by April 2021 by determining the demographic characteristics of the students selected to receive *Inspire Idaho* microgrants in the fall of 2020 families, and by using state records to determine the completion and graduation rates for the same demographic mix of students from 2018-19.
- (c) The proposed additional performance target is ambitious because it seeks to achieve a 100% success rate. It is achievable because *Inspire Idaho* will provide the selected students with high levels of personalized educational resources, chosen by each family to meet each student's unique needs and interests.
- (d) To establish the baseline data, the State will use the State's existing comprehensive student database, the Idaho System for Education Excellence (ISEE). The data in ISEE is valid, reliable, and meaningful. To collect and report data related to the performance of the *Inspire Idaho* microgrant program, the State will (a) use ISEE to collect the relevant performance data on public school students at the completion of each school year, and (b) include graduation and grade completion questions in its annual survey of private, parochial, and homeschool students.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Budget Narrative

Inspire Idaho Microgrant Program

An ESF-REM Application under Absolute Priority 1

The budget for the Idaho State Board of Education's *Inspire Idaho* ESF-REM application is simple. The State Board seeks to maximize the amount of resources flowing to microgrants for parents and to minimize the amount spent on administration and implementation.

Inspire Idaho is allocating \$ [REDACTED] to microgrants, budgeted on line 6, Contractual. These funds will flow to the providers of the educational goods and services for students.

The first round of microgrants will be awarded early in Project Year 1 and a second round will be awarded late in Project Year 1. Because parents are not obligated to spend all of their microgrant during the project year in which the microgrant is awarded, it is difficult to project total program year-by-year spending with precision. Because a second round of microgrants will be awarded late in the first project year, we expect more than one-third - \$ [REDACTED] – of the total amount for microgrants to be spent in Project Year 1. Of the amount that remains after that, we again expect slightly more of than half - \$ [REDACTED] – of that remaining amount to be spent in Project Year 2. We expect the remaining balance of \$ [REDACTED] to be spent in Project Year 3.

In each project year, the State Board will charge its Indirect Cost rate, which is 9.0%, against the total amount of microgrants for that year. These dollar amounts are reflected on line 10 of the budget form, "Indirect Costs."

The State Board will charge no other costs against the grant and, accordingly, all other lines on the budget form reflect no costs.

All funds must be spent by the end of the grant period, July 30, 2022.