

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JULY 10, 2020**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>PUBLIC SCHOOL FY 2021 BUDGET HOLDBACK – LETTER OF SUPPORT – 5% TARGETED HOLDBACK PLAN</b>	Action Item
2	<b>DIGITAL DIVIDE COMMITTEE UPDATE - RECOMMENDATIONS</b>	Action Item

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**JULY 15, 2020**

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**SUBJECT**

Public Schools FY 2021 Budget 5% Holdback – Letter of Support

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 67-3512

Executive Order No. 2020-14

**BACKGROUND/DISCUSSION**

On May 8, 2020 the Governor issued a memo to school district superintendents and charter school administrators notifying them of his intent to issue an executive order at the beginning of FY 2021 implementing a 5% holdback of General Funds for school districts and public charter schools for FY 2021.

The Governor's Office has requested the Board provide a letter in support of the proposed 5% holdback on the FY 2021 Public Schools budget.

**IMPACT**

A 5% holdback on the Public Schools budget is equivalent to approximately \$98.7M. The Governor is proposing targeted General Fund reductions be made in the following ways:

- Suspending the 2-percent base salary increase for administrators and classified staff (\$5,128,900)
- Freezing movement of instructional and pupil service staff on the career ladder (estimated at \$26,617,500)
- Suspending leadership premium distribution for one year (\$19,310,000)
- Reducing professional development line-items (from \$22,550,000 to \$12,550,000)
- Reducing IT staffing line-item (from \$8,000,000 to \$4,000,000)
- Reducing classroom technology line-item (from \$36,500,000 to \$26,500,000)
- Reducing content and curriculum line-item (from \$6,350,000 to \$4,750,000)
- Reducing the Central Services budget (from \$12,667,600 to \$11,667,600)

**ATTACHMENTS**

Attachment 1 – Letter of Support

Attachment 2 – Governor's May 8, 2020 Memorandum

**STAFF COMMENTS AND RECOMMENDATIONS**

FY2020 closed out with revenues exceeding the forecast by over \$70 million. The state also has robust balances in rainy-day funds. Nevertheless, as the effects of the pandemic rip through the state's economy, it is estimated that statewide revenue could decrease between \$350 million and \$595 million in FY 2021. In addition, the residual effects of this budget trauma will likely linger for several years. As such, measured and targeted reductions to FY 2021 appropriations are necessary while still ensuring the state meets its constitutional obligation of providing a uniform and thorough system of public schools.

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The proposed targeted reductions to the Public Schools Budget are designed to minimize the impact to student learning and ensure a degree of uniformity across school districts and charter schools. These reductions have also taken into consideration additional federal funding that is available to school districts and charter schools to respond to the added costs associated with the Coronavirus pandemic that are available to be used to fund expenses that correspond with reductions in technology, professional development, and content and curriculum funding.

Staff recommends approval.

**BOARD ACTION**

I move to approve the letter of support as set forth in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



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July 15, 2020

State Board of Examiners  
Attn: State Controller Brandon Woolf  
700 West State Street  
Boise, ID 83720-0011

Dear Controller Woolf,

On behalf of the Idaho State Board of Education (Board), we are writing this letter of support for the Governor's 5% FY 2021 Public Schools budget holdback as outlined in his May 8, 2020 memo to District Superintendents and Charter School Administrators.

The Board has worked closely with Governor Little's staff to strategically allocate CARES Act funding for education, and we appreciate that the Governor is targeting "reductions to minimize the impact to student learning" by offsetting them with CARES Act funding where possible.

Sincerely,

Debbie Critchfield  
President



**TO:** District Superintendents and Charter School Administrators

**FROM:** Governor Brad Little

**DATE:** May 8, 2020

**SUBJECT:** FY 2021 Public Schools Budget Reduction Plan

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I have made education my highest priority since taking office last year. While that commitment has not changed, we are in extraordinary economic times. It is clear, due to the ongoing COVID-19 pandemic, that expenditures from the General Fund authorized by the Legislature for fiscal year (FY) 2021 will exceed projected state revenue. Earlier this year, the Legislature passed significant investments for public schools for FY 2021. Unfortunately, we now face a new economic reality caused by the pandemic that was not anticipated when the budget was set.

On March 27, 2020, I issued a memorandum for agencies to prepare a 5 percent reduction in their FY 2021 budgets and state agencies have been working on those plans. This percent reduction reflects the net of what we anticipate the budget shortfall will be after leveraging the state's rainy-day funds and applicable federal funds.

We have a constitutional obligation to provide a free, thorough, and uniform education system and to balance the state's budget. School districts and charter schools have a unique challenge. In the coming days and weeks, they will begin setting their budgets for the 2020-2021 school year. Therefore, it is necessary to put forward a statewide plan as school districts and public charter schools set their budgets for the coming school year.

The following lays out my plan to carry out each of these obligations and address the anticipated budget shortfalls to the public schools budget. The plan was developed in consultation with my K-12 Emergency Council, school business officers, and other education stakeholders.

The goal of my plan is to minimize the impact on public education and to ensure that any budget reductions are implemented in a way that is least disruptive to students and educators during this unique and difficult time. Like all other state agencies, in order to meet these projected revenue challenges, the targeted General Fund reduction for school districts and public charter schools for FY 2021 is 5 percent, or approximately \$98.7 million.

I intend to issue an executive order, at the beginning of the next fiscal year, that will reduce General Fund spending authority based on the updated revenue projections at that time, pursuant to Section 67-3512A, Idaho Code. This executive order and related action will outline targeted reductions to minimize the impact to student learning and ensure a degree of uniformity across the state. Reductions in technology, professional development, and content and curriculum were selected in this plan based on federal guidance on allowable uses for the available K-12 CARES ACT funds discussed below. This additional federal funding will help to offset these reductions. These targeted reductions focus on a twofold approach— with deeper reductions in areas that can be offset by federal relief funds, while limiting the impact, as much as possible, on school

personnel budgets. This will allow school districts and charter schools to maintain personnel who are so critical in educating Idaho's students.

Idaho public schools will be receiving \$43,069,000 from the CARES Act as part of the 90% distribution of the Elementary and Secondary School Emergency Relief (ESSER) Fund. The State Board of Education is working on proposals for the distribution of the remaining \$4,780,000 available through that fund and the \$15,676,000 available through the Governor's Emergency Education Relief (GEER) Fund. Additionally, my Coronavirus Financial Advisory Committee (CFAC) has authorized another \$4,030,600 to public schools to cover direct COVID-19 expenses to date.

The targeted General Fund reductions will be made in the following ways (see Appendix for greater detail):

- Suspending the 2-percent base salary increase for administrators and classified staff (\$5,128,900)
- Freezing movement of instructional and pupil service staff on the career ladder (estimated at \$26,617,500)
- Suspending leadership premium distribution for one year (\$19,310,000)
- Reducing professional development line-items (from \$22,550,000 to \$12,550,000)
- Reducing IT staffing line-item (from \$8,000,000 to \$4,000,000)
- Reducing classroom technology line-item (from \$36,500,000 to \$26,500,000)
- Reducing content and curriculum line-item (from \$6,350,000 to \$4,750,000)
- Reducing the Central Services budget (from \$12,667,600 to \$11,667,600)

In order to meet the 5 percent targeted General Fund reduction, the remaining amount will be reduced from discretionary funds. Specifically, the distribution factor for FY 2021 would need to be reduced by at least 3 percent (approximately \$21.1 million) from the FY 2020 original appropriation amount, or a revised distribution factor of \$27,556.

In order to fully realize these reductions, I will also be working with our Legislature during the 2021 legislative session to suspend the statutory requirements applicable to the distribution of these funds. I will work to provide additional support in transportation costs that will allow school districts and charter schools to meet the needs of their students when schools can fully return to normal operations. Additionally, I will be looking at the "use it or lose it" provisions for hiring instructional and pupil service staff, and additional end-of-year budget flexibility.

I will continue to work closely with Idaho's education stakeholders, and do all I can to support education in Idaho and recover these budgets as soon as possible. I appreciate all you are doing during this unique and difficult time.

**Appendix:**

- Reducing the General Fund spending authority amount by \$1,978,000 (H 626— Division of Administrators) for a 2% base salary increase for administrators;
- Reducing the General Fund spending authority amount by \$54,927,500 (H 627— Division of Teachers), which includes freezing movement of instructional staff and pupil service staff on the career ladder by \$26,617,500, eliminating Leadership Premiums by \$19,310,000, and reducing Professional Development funding by \$9,000,000;
- Reducing the General Fund spending authority amount by \$38,201,800 (H 628— Division of Operations), including a 2% base salary increase for classified staff by \$3,150,900, Information Technology Staffing Costs by \$4,000,000, Classroom Technology by \$10,000,000, and approximately \$21,050,900 from discretionary funds;
- Reducing the General Fund spending authority amount by \$2,600,000 (H 629— Division of Children's Programs), including Gifted and Talented Professional Development by \$1,000,000, and Digital Content by \$1,600,000; and
- Reducing the General Fund spending authority by \$1,000,000 (H 631— Division of Central Services), with the composition of the reductions to this budget to be determined by July 1, 2020.

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**SUBJECT**

Digital Divide Committee Update and Recommendations

**REFERENCE**

March – April 2020	The Board has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 1, 2020	The Board approved a recommendation to the Governor on three areas of funding for the GEER Funds.
June 10, 2020	The Board approved use of the ESSER 10% SEA reserve funds towards grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely; to request from the Coronavirus Financial Advisory Committee funding for grants to local education agencies and creation of a public postsecondary digital campus totaling \$34 million; and to forward an additional recommendation to the Governor for GEER funding use as identified in Handout 1.
July 9, 2020	The Board adopted the School Reopening Framework developed by the School Reopening Committee.

**BACKGROUND/DISCUSSION**

The Governor's K-12 Emergency Council, as part of their work, identified the need for additional committees to focus on specific areas around reopening schools in the fall and a statewide approach to addressing Idaho's digital divide between students. The closure of school facilities in response to the pandemic adversely impacted student learning in many areas. The Northwest Evaluation Association (NWEA) recently estimated that the facilities closures combined with the summer learning loss and limited access to summer programs will leave students from three months to a year behind. This achievement gap is expected to be the highest with our underserved and economically disadvantaged populations. The lack of access to technology and robust blended learning models in our schools have exacerbated this challenge for our serving our students. The term digital divide is used to describe the inequities between students' access to quality remote or blended learning due to the lack of technology to access that learning. Without



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equal access to blended learning opportunities the state will not be able to fulfill its constitutional responsibility to provide a uniform and thorough system of public schools.

In recognition of these concerns and to prepare for the ongoing challenges schools will face in the fall, Governor Brad Little formed two new committees. One to create a plan for reopening public schools in the fall and the second to address the digital divide. Both committees are an extension of the Governor's K-12 Emergency Council. The committees were convened to support the Governor's Office and the State Board of Education to explore solutions for reopening schools and providing access to remote learning in a more consistent manner within school districts and between school districts and charter schools. The Digital Divide Committee is Co-chaired by Board Member Kurt Liebich and the Governor's Senior Education Policy Advisor, Greg Wilson. The committee is made up of school technology directors, administrators, business leaders and legislators.

The committee has been working since early June to identify solutions for addressing Idaho's digital divide. Using the survey sent out through the K-12 Emergency Council to help identify the scope of the issue, they have organized themselves around subcommittees to focus on identifying solutions for the various facets of the problem and try to coordinate public and private resources to address the problem.

**IMPACT**

Board action would provide further guidance on the implementation of the grant programs designed to distribute the funding currently available for local educational agencies to address the digital divide and provide quality blended learning to their students.

**ATTACHMENTS**

Attachment 1 – Digital Divide Update and Recommendations

Attachment 2 – CFAC/ESSER SEA Reserve Funding Methodology

**STAFF COMMENTS AND RECOMMENDATIONS**

Blended learning is an approach to education that leverages electronic and online media and online courses or programs, as well as traditional face-to-face teaching to achieve a school district's or charter school's responsibility for improving learning outcomes for all students. A coordinated blended learning program will allow a school to transition between traditional, hybrid, online and distance learning for all or a portion of their students at any time while limiting the impact on student learning as much as possible. A robust blended learning program is contingent on students have access through devices and connectivity that are advanced enough to access and run the applications a school uses to provide blended and distance education; a learning management system or platform for delivering the blended learning opportunities; and staff (classified and certificated) who are trained on the

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optimal use of the learning management system and instructional staff trained on how to engage students and provide online education to their students.

While not a scientific survey, the results of the digital divide survey do give a picture of the magnitude of the gap between students' access to the tools necessary to benefit from the blended learning opportunities that may be available through their school. While the funding the Board has secured for school districts and charter schools to establish or enhance their blended learning programs will go a long way toward improving the education outcomes for all of our students, it is not enough to address the digital divide by itself. The Digital Divide Committee is focusing on recommendations to leverage the use of the available funds, including funding from other resources. These recommendations include developing public and private partnerships to help address the issues and identifying a framework around devices, connectivity, and learning management systems that will allow school districts to maximize the use of the funds they have available and assure infrastructure they build will be adequate for their needs and be sustainable.

**BOARD ACTION**

I move to approve adopt the recommendations outlined in Attachment 1

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# Update to the State Board of Education from the Digital Divide Task Force

July 15 2020

# Opening Remarks

- As stated in the Idaho Back to School Framework that was released last week, our priority is to get kids back to school this Fall.
- We know that the majority of students learn best in a classroom, surrounded by their peers, and taught and supported by a qualified, supportive, and caring teacher.
- Unfortunately, during this pandemic, despite our LEA's best intentions, the progression of the virus and community spread will dictate the form of educational delivery in the Fall. We will be living with this reality within each and every LEA in the State until a vaccine is developed and administered throughout Idaho. Even when students are able to return to school, blended learning will become an important part of Idaho's educational delivery model.
- As a result, each and every district will need to develop a blended/virtual/remote learning strategy to enable a uniform and thorough delivery of education, in the event that the LEA must operate in Category II or III (from the Idaho Back to School Framework), as defined in the Back to School Framework.

# Digital Divide Taskforce

Name	Organization	Name	Organization
Kurt Liebich, Chair	State Board of Education	Margie Gonzalez	Idaho Commission on Hispanic Affairs
Greg Wilson, Vice Chair	Governor's Office	Matt Compton	Idaho Education Association
Senator Janie Ward-Engelking	Idaho Senate	Michelle VanBeek	Northwest Nazarene University
Senator Jim Woodward	Idaho Senate	Paula Kellerer	Nampa School District
Representative Gayann Demordaunt	Idaho House	Peter Jurhs	Nampa School District
Alicia Holthaus	Saint Maries School District	Robert Sanchez	Idaho Business for Education
Amy Voeller	Innovia Foundation	Rod Gramer	Idaho Business for Education
Andrew Moore	Glenns Ferry School District	Russell Miles	Orofino School District
Andy Grover	Idaho Association of School Administrators	Seth Deniston	Coeur d'Alene School District
Cassidy Hall	University of Idaho Doceo Center	Sherawn Reberry	Virtual School House, West Ada School District
Chris Campbell	State Board of Education	Simon Miller	Kellogg School District
Danae Wilson	Nez Perce Tribe Department of Technology Services	Spencer Cook	Sugar Salem School District
David Roberts	Boise School District	Steve Cook	Couer d'Alene School District
Doug Park	Former Boise School District Trustee	Steve Schellenburg	Snake River School District
Eric Forsch	Idaho Department of Commerce		
Karen Echeverria	Idaho School Boards Association		
Kelley Packer	Association of Idaho Cities		
Keven Denton	West Ada School District		
Kylee Dickinson	Innovia Foundation		
Laurie Anderson	Micron Technology Foundation		
Marc Carignan	Bluum		
Marc Gee	Preston School District		
Terry Ryan	Bluum		
Theresa Carter	Idaho Digital Learning Academy		
Toni Broyles	University of Idaho		
Tyler Wardle	Jerome School District		
Will Goodman	Idaho Digital Learning Academy		

# Sub-Committee Structure

## Chairs

Vision and Strategy Committee:

Greg Wilson and Kurt Liebich

Devices

Robert Sanchez

Connectivity

Rod Gramer

Learning Management System

Will Goodman and Chris Campbell

Professional Development

Paula Kellerer

Communications

Andy Grover

# Principles that have Guided the work of the Digital Divide Task Force

- Is our work **student centered** in a way that allows all students to build competencies over time?
- Is our work building a framework and tools that **facilitate local control** to respond to unique local needs?
- Is our work building a framework that **facilitates local partnerships** between public resources, employers, parents, and patrons?
- Is our work building and enhancing trust with all stakeholders with **transparent communication, accountability and actionable feedback** that drives the improvement process?
- Is our work supporting our Constitutional obligation to provide a **uniform and thorough** Education to all Idaho Students?
- Is our work ***economically sustainable*** into the Future?

# Definitions

## **Blended Learning**

Until a vaccine and/or therapeutics are available for COVID-19, schools must be prepared to provide varied learning opportunities to their students using a variety of modalities. The decision regarding their use will depend on the level of transmission in the local community, the physical and staffing resources available to the school, and parental choice for enrollment. This may require a school to transition between traditional, hybrid, on-line and distance learning for all or a portion of their students at any time. Blended learning is an approach to education in which students learn via electronic and online media as well as traditional face-to-face teaching. When used, a local education agency can meet their responsibility for improving outcomes for students through powerful and smart use of learning technologies.

## **Distance Learning**

Distance learning is a method of providing instruction to students outside of the physical classroom and may include on-line or remote instruction or providing hard copies of instructional materials with communication to students through phone or email or may be combination of all learning modalities. Distance learning may be asynchronous or synchronous.

## **Hybrid Instruction**

Hybrid instruction provides instruction through a combination of in-person/face to face instruction and remote or online learning in a way that enhances the overall education experience for the student and provides for continued education progression.

## **On-line Learning**

On-line learning is a method of providing student instruction and content delivered primarily through an online (internet) platform. On-line learning courses or programs are intentionally designed to be delivered remotely and incorporate delivery and instructional techniques designed for an on-line environment.

## **Remote Learning**

Remote learning is a teaching modality that attempts to replicate the classroom virtually.

## **Virtual Learning**

Virtual learning is a method of providing distance learning to students using on-line synchronous and/or asynchronous instruction with communication to students through phone, LMS systems, instant messaging, or email. Virtual learning can include on-line learning and/or remote teaching.



# Blended/Hybrid/Remote Learning

As LEA's develop their strategies, budgets, transparent reporting, and actionable accountability measures to deliver uniform and thorough instruction in the event that they must operate in Category II or III, they shall consider 4 key elements: (they all have to fit together)

1. **One to One Devices**: All students must have access to devices to engage in blended learning.
2. **Connectivity**: All students must have adequate access to the internet either at home, in their school building, and or in their community (Libraries, community centers etc.)
3. **Learning Management System (LMS)**: Each LEA must invest in an LMS to support the efficient delivery of content and curriculum, and to facilitate adequate communication between teachers, students, and parents.
4. **Professional Development**: Most traditional educators have not been trained in the tools and pedagogy of blended learning. In order to realize the benefits in the above investments, LEA's must support the professional development of the administrators, educators, students, and parents.

# Current Funding to Close the Digital Divide

**The Governor's Office, the State Board of Education, and the State Department of Education have worked collaboratively over the past 6 weeks to secure funding for this initiative.**

**Currently, the following Public Resources are available that the SBOE must make decisions about today:**

\$3.8MM	ESSER SEA Funding. (There is an additional \$1.0MM in this pool that will be dedicated to supporting social emotional learning).
\$30MM	CFAC Grant to support LEA's Blended Learning Strategies.

**Additionally, there are a number of sources of funds that have already been distributed or have the potential to be distributed over the balance of 2020.**

\$43MM	Already distributed to LEA's based on Title I formula to support COVID response and/or move to blended learning.
\$50MM	CFAC Broadband Grant administered by the Idaho Dept. of Commerce. While funds are not dedicated to school districts, LEA's can work with local municipalities to support connectivity challenges.
\$20MM	The SBOE has coordinated with BLUUM to apply for a competitive grant with the US Dept. of Education to provide a fund that can be allocated to families to support blended learning. Decision pending by the end of July.
\$4.0MM	Additional grants have been distributed to LEA's to support districts that were not eligible for ESSER Title I Grants and to compensate districts for non-reimbursable nutrition programs that resulted from COVID.

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# Historical Investments in Technology

Public School Foundation Program, Non-statutory Expenditures: Technology	
2020-2021 net of 5% holdback	\$ 26,500,000
2019-2020	\$ 36,500,000
2018-2019	\$ 36,500,000
2017-2018	\$ 28,142,000
2016-2017	\$ 18,000,000
2015-2016	\$ 13,000,000
	\$ 158,642,000

- The Legislature has invested significant \$'s in technology over the past six years. On average, the legislature has distributed \$26MM per year.
- However, given that Idaho serves roughly 312,000 students per year, this investment equates to roughly \$84 per student/per year, which is likely not adequate to resolve the digital divide when you consider that technology becomes obsolete and must be refreshed on a rotational basis. (Devices, Software licensing, 24/7 Broadband support etc.)
- Despite the magnitude of the historical investment, Idaho still suffers from a significant digital divide. The divide is greater for our underserved students and families, and this digital divide contributed to a significant expansion of the achievement gap when our Districts were forced to move to a blended/remote delivery model in the Spring of 2020.

# Quantifying the Financial Gap

The Digital Divide Task Force has spent considerable time over the past 6 week attempting to quantify the financial magnitude of the Gap.

	One- Time	Annual Recurring	Comments
Devices	\$71MM	\$10.8MM Refresh existing Footprint \$19.2MM Refresh New Devices \$2.4 MM Refresh teacher devices	Assumes Idaho invests in one to one devices K-12. Estimating that 181,000 devices need to be purchased to close the gap.* Assumes a 4 year refresh cycle on devices.
Connectivity		\$10-15MM	Estimating that between 28,500-45,000 students do not have access to the Internet in their home.* Does not include the one-time cost of getting broadband into rural communities.
Learning Mgmt. System	\$0.9MM	\$1.5MM	Assumes a one-time implementation cost of \$5,000 per District, and assumes an annual "seat fee" of \$5 per student. (\$5 per seat * 300,000 students)
Professional Development	\$5.5MM	\$14MM-\$20MM	This is the most difficult category to estimate because it depends on the level of competence that we want each teacher to have to deliver blended learning. One-time assumes that each Certified Staff member (24,000) receives 4 credits (60 hours) * \$60 per credit. Annual costs assumesa reinstatement of the funding of that was removed in the 1%/5% PD holdback , and that Districts focus these resources on building competence in blended learning. These numbers are incremental to current base funding for PD in '20-'21 State Appropriation.
IT Staffing (Help Desk, Filtering)		\$5MM	As the Technology footprint increases, LEA's will need to fund additional resources to provide support to teachers, students, and families.
<b>TOTAL</b>	<b>\$77.4MM</b>	<b>\$62.9MM-\$73.9MM</b>	

\* Based on a survey that was administered by the State Board of Education (respondents represent 90% of LEA's and 95% of Idaho students.)

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# Detail on Device Gap

LEA Name	Needed: Teachers	Devices Needed: Grades K-3:	Needed: Grades 4-6:	Needed: Grades 7-12	Total Devices Needed
Statewide Total	12,327	51,443	39,754	77,865	181,389
Device Cost & Management & Bag/Protection	\$800.00	\$320.00	\$320.00	\$320.00	
Total Cost	\$9,861,600.00	\$16,461,760.00	\$12,721,280.00	\$24,916,800.00	\$63,961,440.00
Upfront & One-Time Costs					
Carts	\$5,038,583.33				
Device Unboxing and White Glove Services	\$2,176,668.00				
				Grand Total	\$71,176,691.33

- If we focus the one-to-one effort on Grades 4-12, we could reduce the required investment by \$16.5MM

# Public/Private Partnership

With the help and leadership of Idaho Business for Education, businesses across the State are working together to re-purpose Computers and to raise incremental money to help Close the Divide.

## CLOSE THE DIVIDE ELEMENTS:

- Computer supply chain is created
- Focus on soliciting computers from companies
- “Close the Divide Day” – August 5
- Internet for Students Emergency Fund

Overtime, LEA's need to engage the support of local entities including Rotary Clubs, Local Chamber of Commerce, and locally engaged businesses.



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# Recommendations and Board Considerations

- Given the current trajectory of the virus, it is probable that many LEA's in the State will be required to operate in Category II or III, as defined by the Idaho back to School Guidelines. Therefore, LEA's need a strategy to close the digital divide in order to be prepared to deliver blended learning in the Fall. Without an adequately funded blended learning strategy, it will be very difficult for LEA's to deliver a uniform and thorough education to all of Idaho Students.
- Given the magnitude of the Digital Divide Gap, the SBOE/SDE, the Governor's Office, and the Legislature will need to work collaboratively to figure out how to fund blended learning strategies over the long-term. The magnitude of the financial gap will be driven by where the Districts started from at the start of the COVID crisis, how effectively they utilized funds that have already been distributed, our success in securing current outstanding grants, and the amount of support we receive from the private sector. As we progress through the Fall, we will need to work to complete a detailed needs assessment for each LEA, so we can construct the optimum long-term funding strategy.

# Recommendations on allocations and administration of ESSER and CFAC Funding

- The funds and Grant process will be administered by the State Department of Education.
- Grant's from the \$3.8MM ESSER funds will be distributed and prioritized to LEA's to support the implementation of a Learning Management System during the Pandemic (Year 1). Allocation will include a base amount to support implementation, and will include a per student allocation to support the year 1 "Seat Fees". LEA's will need to consider how they will reallocate budgeted resources to sustainably support the LMS in future years.
- The State Department of Education in coordination with the Digital Divide Task Force will define the requirements of a suitable Learning Management System, but ultimately the LEA will have the discretion to choose an LMS that meets the needs of their local district. LEA's will have an opportunity to opt-in to the SDE's RFP process. Ultimately, this decision will be at the discretion of the LEA trustees.
- The \$30MM in CFAC funds will be distributed as grants to LEA's to support the implementation of their blended learning strategies.
- The State Department of Education, the State Board of Education, and the Governor's office will work collaboratively to develop the Grant process. The Grant will require LEA's to submit requests for funding to support each of the key elements of a blended learning model. (One-to-One Devices, Connectivity, LMS implementation, and Professional Development). A \$5.08MM holdback will be applied to support LEA's that can demonstrate an extraordinary need as part of their grant request.
- Over the next few weeks, LEA's will have the opportunity to apply for these Grants. The State Department, the State Board, and the Governor's Office will identify a small team of people to review, and make decisions on these Grants.
- The State Department of Education to develop a Rubric to evaluate the funding level for each Grant. Grants to LEA's will be within a min-max range based on the size of the District. The rubric will consider the quality of the blended learning strategy, and the relative need of the District with priority given to underserved students (FRL, special needs etc.)
- LEA leadership (Trustee's and Superintendents) will be required to demonstrate that blended learning is part of their District's strategic plan. Additionally, they will need to articulate accountability measures, and a commitment to sustainably funding a blended learning strategy over the long-term.



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## JULY 15, 2020

## ATTACHMENT 2

\$30 M (CFAC)	
Small District Max	\$1,000
Base	\$21,000
Per Student	\$6.00
Hold Back	\$ 5,086,407

\$3.8 M LMS (ESSERF State Set-Aside Reserve)	
Base (Setup and Implementation)	\$5,000
LMS Related Per Student License, Resources, Materials	\$8.80
PD Base	\$700

Purpose				Blended Learning Implementation: Devices, Connectivity and Professional Dev.						Learning Mgmt. System (LMS) and Professional Development					
Totals				\$ 3,843,000	\$ 1,878,696	\$ 5,721,696	\$ 19,514,410	\$ 24,913,593		\$ 915,000	\$ 2,755,421	\$ 128,100	\$ 3,798,521	\$ 28,712,114	
LEA Number	LEA	Enrollment	Low Income	CFAC Base\$	CFAC Per Student\$ Enrollment	CFAC Total\$ - Base + Enrollment	CFAC Low Income Factor	CFAC Total Low Income \$	CFAC Total Base+Enrollment+Low Income Total	CFAC Per Student Total	ESSERF Base\$	ESSERF Per Student\$ Enrollment	ESSERF PD Base	ESSERF Total Base\$+Enrollment+PD	Total Distribution CFAC Total+ESSERF Total
1	Boise Independent	25,478	38.86%	\$ 21,000	\$ 152,868	\$ 173,868	3.5000	\$ 608,538	\$ 782,406	\$ 31	\$ 5,000	\$ 224,206	\$ 700	\$ 229,906	\$ 1,012,312
2	Meridian Joint	40,331	23.99%	\$ 21,000	\$ 241,986	\$ 262,986	3.1250	\$ 821,831	\$ 1,084,817	\$ 27	\$ 5,000	\$ 354,913	\$ 700	\$ 360,613	\$ 1,445,430
3	Kuna Joint	5,612	33.68%	\$ 21,000	\$ 33,672	\$ 54,672	3.3750	\$ 184,518	\$ 239,190	\$ 43	\$ 5,000	\$ 49,386	\$ 700	\$ 55,086	\$ 294,276
11	Meadows Valley	160	50.69%	\$ 21,000	\$ 960	\$ 21,960	3.7500	\$ 82,350	\$ 104,310	\$ 652	\$ 5,000	\$ 1,408	\$ 700	\$ 7,108	\$ 111,418
13	Council	270	45.59%	\$ 21,000	\$ 1,620	\$ 22,620	3.6250	\$ 81,998	\$ 104,618	\$ 387	\$ 5,000	\$ 2,376	\$ 700	\$ 8,076	\$ 112,694
21	Marsh Valley Joint	1,279	33.89%	\$ 21,000	\$ 7,674	\$ 28,674	3.3750	\$ 96,775	\$ 125,449	\$ 98	\$ 5,000	\$ 11,255	\$ 700	\$ 16,955	\$ 142,404
25	Pocatello	12,501	42.92%	\$ 21,000	\$ 75,006	\$ 96,006	3.6250	\$ 348,022	\$ 444,028	\$ 36	\$ 5,000	\$ 110,009	\$ 700	\$ 115,709	\$ 559,737
33	Bear Lake County	1,175	44.08%	\$ 21,000	\$ 7,050	\$ 28,050	3.6250	\$ 101,681	\$ 129,731	\$ 110	\$ 5,000	\$ 10,340	\$ 700	\$ 16,040	\$ 145,771
41	St. Maries Joint	973	54.26%	\$ 21,000	\$ 5,838	\$ 26,838	3.8750	\$ 103,997	\$ 130,835	\$ 134	\$ 5,000	\$ 8,562	\$ 700	\$ 14,262	\$ 145,098
44	Plummer / Worley Joint	380	83.47%	\$ 21,000	\$ 2,280	\$ 23,280	4.6250	\$ 107,670	\$ 130,950	\$ 345	\$ 5,000	\$ 3,344	\$ 700	\$ 9,044	\$ 139,994
52	Snake River	1,819	32.98%	\$ 21,000	\$ 10,914	\$ 31,914	3.3750	\$ 107,710	\$ 139,624	\$ 77	\$ 5,000	\$ 16,007	\$ 700	\$ 21,707	\$ 161,331
55	Blackfoot	3,813	58.68%	\$ 21,000	\$ 22,878	\$ 43,878	4.0000	\$ 175,512	\$ 219,390	\$ 58	\$ 5,000	\$ 33,554	\$ 700	\$ 39,254	\$ 258,644
58	Aberdeen	711	64.88%	\$ 21,000	\$ 4,266	\$ 25,266	4.1250	\$ 104,222	\$ 129,488	\$ 182	\$ 5,000	\$ 6,257	\$ 700	\$ 11,957	\$ 141,445
59	Firth	843	36.62%	\$ 21,000	\$ 5,058	\$ 26,058	3.5000	\$ 91,203	\$ 117,261	\$ 139	\$ 5,000	\$ 7,418	\$ 700	\$ 13,118	\$ 130,379
60	Shelley Joint	2,327	39.64%	\$ 21,000	\$ 13,962	\$ 34,962	3.5000	\$ 122,367	\$ 157,329	\$ 68	\$ 5,000	\$ 20,478	\$ 700	\$ 26,178	\$ 183,507
61	Blaine County	3,391	29.71%	\$ 21,000	\$ 20,346	\$ 41,346	3.2500	\$ 134,375	\$ 175,721	\$ 52	\$ 5,000	\$ 29,841	\$ 700	\$ 35,541	\$ 211,261
71	Garden Valley	278	43.13%	\$ 21,000	\$ 1,668	\$ 22,668	3.6250	\$ 82,172	\$ 104,840	\$ 377	\$ 5,000	\$ 2,446	\$ 700	\$ 8,146	\$ 112,986
72	Basin	329	40.55%	\$ 21,000	\$ 1,974	\$ 22,974	3.5000	\$ 80,409	\$ 103,383	\$ 314	\$ 5,000	\$ 2,895	\$ 700	\$ 8,595	\$ 111,978
73	Horseshoe Bend	243	56.25%	\$ 21,000	\$ 1,458	\$ 22,458	4.0000	\$ 89,832	\$ 112,290	\$ 462	\$ 5,000	\$ 2,138	\$ 700	\$ 7,838	\$ 120,128
83	West Bonner County	1,041	53.89%	\$ 21,000	\$ 6,246	\$ 27,246	3.8750	\$ 105,578	\$ 132,824	\$ 128	\$ 5,000	\$ 9,161	\$ 700	\$ 14,861	\$ 147,685
84	Lake Pend Oreille	3,806	36.81%	\$ 21,000	\$ 22,836	\$ 43,836	3.5000	\$ 153,426	\$ 197,262	\$ 52	\$ 5,000	\$ 33,493	\$ 700	\$ 39,193	\$ 236,455
91	Idaho Falls	10,273	44.00%	\$ 21,000	\$ 61,638	\$ 82,638	3.6250	\$ 299,563	\$ 382,201	\$ 37	\$ 5,000	\$ 90,402	\$ 700	\$ 96,102	\$ 478,303
92	Swan Valley Elementary	60	48.21%	\$ 21,000	\$ 360	\$ 21,360	3.7500	\$ 80,100	\$ 60,000	\$ 1,000	\$ 5,000	\$ 528	\$ 700	\$ 6,228	\$ 66,228
93	Bonneville Joint	13,327	35.22%	\$ 21,000	\$ 79,962	\$ 100,962	3.3750	\$ 340,747	\$ 441,709	\$ 33	\$ 5,000	\$ 117,278	\$ 700	\$ 122,978	\$ 564,686
101	Boundary County	1,460	54.36%	\$ 21,000	\$ 8,760	\$ 29,760	3.8750	\$ 115,320	\$ 145,080	\$ 99	\$ 5,000	\$ 12,848	\$ 700	\$ 18,548	\$ 163,628
111	Butte County	404	40.76%	\$ 21,000	\$ 2,424	\$ 23,424	3.5000	\$ 81,984	\$ 105,408	\$ 261	\$ 5,000	\$ 3,555	\$ 700	\$ 9,255	\$ 114,663
121	Camas County	177	45.16%	\$ 21,000	\$ 1,062	\$ 22,062	3.6250	\$ 79,975	\$ 102,037	\$ 576	\$ 5,000	\$ 1,558	\$ 700	\$ 7,258	\$ 109,294
131	Nampa	14,051	56.72%	\$ 21,000	\$ 84,306	\$ 105,306	4.0000	\$ 421,224	\$ 526,530	\$ 37	\$ 5,000	\$ 123,649	\$ 700	\$ 129,349	\$ 655,879
132	Caldwell	6,122	89.88%	\$ 21,000	\$ 36,732	\$ 57,732	4.7500	\$ 274,227	\$ 331,959	\$ 54	\$ 5,000	\$ 53,874	\$ 700	\$ 59,574	\$ 391,533
133	Wilder	516	77.62%	\$ 21,000	\$ 3,096	\$ 24,096	4.5000	\$ 108,432	\$ 132,528	\$ 257	\$ 5,000	\$ 4,541	\$ 700	\$ 10,241	\$ 142,769
134	Middleton	4,066	30.31%	\$ 21,000	\$ 24,396	\$ 45,396	3.2500	\$ 147,537	\$ 192,933	\$ 47	\$ 5,000	\$ 35,781	\$ 700	\$ 41,481	\$ 234,414
135	Notus	409	54.36%	\$ 21,000	\$ 2,454	\$ 23,454	3.8750	\$ 90,884	\$ 114,338	\$ 280	\$ 5,000	\$ 3,599	\$ 700	\$ 9,299	\$ 123,637
136	Melba Joint	874	45.24%	\$ 21,000	\$ 5,244	\$ 26,244	3.6250	\$ 95,135	\$ 121,379	\$ 139	\$ 5,000	\$ 7,691	\$ 700	\$ 13,391	\$ 134,770
137	Parma	1,048	54.11%	\$ 21,000	\$ 6,288	\$ 27,288	3.8750	\$ 105,741	\$ 133,029	\$ 127	\$ 5,000	\$ 9,222	\$ 700	\$ 14,922	\$ 147,951
139	Vallivue	9,542	53.05%	\$ 21,000	\$ 57,252	\$ 78,252	3.8750	\$ 303,227	\$ 381,479	\$ 40	\$ 5,000	\$ 83,970	\$ 700	\$ 89,670	\$ 471,148
148	Grace Joint	549	45.23%	\$ 21,000	\$ 3,294	\$ 24,294	3.6250	\$ 88,066	\$ 112,360	\$ 205	\$ 5,000	\$ 4,831	\$ 700	\$ 10,531	\$ 122,891
149	North Gem	166	41.96%	\$ 21,000	\$ 996	\$ 21,996	3.6250	\$ 79,736	\$ 101,732	\$ 613	\$ 5,000	\$ 1,461	\$ 700	\$ 7,161	\$ 108,892
150	Soda Springs Joint	948	32.79%	\$ 21,000	\$ 5,688	\$ 26,688	3.3750	\$ 90,072	\$ 116,760	\$ 123	\$ 5,000	\$ 8,342	\$ 700	\$ 14,042	\$ 130,802
151	Cassia County Joint	5,487	49.72%	\$ 21,000	\$ 32,922	\$ 53,922	3.7500	\$ 202,208	\$ 256,130	\$ 47	\$ 5,000	\$ 48,286	\$ 700	\$ 53,986	\$ 310,115
161	Clark County Joint	121	75.00%	\$ 21,000	\$ 726	\$ 21,726	4.3750	\$ 95,051	\$ 116,777	\$ 965	\$ 5,000	\$ 1,065	\$ 700	\$ 6,765	\$ 123,542
171	Orofino Joint	1,135	55.15%	\$ 21,000	\$ 6,810	\$ 27,810	3.8750	\$ 107,764	\$ 135,574	\$ 119	\$ 5,000	\$ 9,988	\$ 700	\$ 15,688	\$ 151,262
181	Challis Joint	324	48.84%	\$ 21,000	\$ 1,944	\$ 22,944	3.7500	\$ 86,040	\$ 108,984	\$ 336	\$ 5,000	\$ 2,851	\$ 700	\$ 8,551	\$ 117,535
182	Mackay Joint	224	35.38%	\$ 21,000	\$ 1,344	\$ 22,344	3.3750	\$ 75,411	\$ 97,755	\$ 436	\$ 5,000	\$ 1,971	\$ 700	\$ 7,671	\$ 105,426
191	Prairie Elementary	3	0.00%	\$ 21,000	\$ 18	\$ 21,018	0.0000	\$ -	\$ 3,000	\$ 1,000	\$ 5,000	\$ 26	\$ 700	\$ 5,726	\$ 8,726
192	Glenns Ferry Joint	422	67.49%	\$ 21,000	\$ 2,532	\$ 23,532	4.2500	\$ 100,011	\$ 123,543	\$ 293	\$ 5,000	\$ 3,714	\$ 700	\$ 9,414	\$ 132,957
193	Mountain Home	3,919	47.85%	\$ 21,000	\$ 23,514	\$ 44,514	3.7500	\$ 166,928	\$ 211,442	\$ 54	\$ 5,000	\$ 34,487	\$ 700	\$ 40,187	\$ 251,629
201	Preston Joint	2,353	39.10%	\$ 21,000	\$ 14,118	\$ 35,118	3.5000	\$ 122,913	\$ 158,031	\$ 67	\$ 5,000	\$ 20,706	\$ 700	\$ 26,406	\$ 184,437
202	West Side Joint	746	45.08%	\$ 21,000	\$ 4,476	\$ 25,476	3.6250	\$ 92,351	\$ 117,827	\$ 158	\$ 5,000	\$ 6,565	\$ 700	\$ 12,265	\$ 130,091
215	Fremont County Joint	2,200	49.49%	\$ 21,000	\$ 13,200	\$ 34,200	3.7500	\$ 128,250	\$ 162,450	\$ 74	\$ 5,000	\$ 19,360	\$ 700	\$ 25,060	\$ 187,510
221	Emmett Independent	2,468	48.40%	\$ 21,000	\$ 14,808	\$ 35,808	3.7500	\$ 134,280	\$ 170,088	\$ 69	\$ 5,000	\$ 21,718	\$ 700	\$ 27,418	\$ 197,506
231	Gooding Joint	1,371	66.67%	\$ 21,000	\$ 8,226	\$ 29,226	4.2500	\$ 124,211	\$ 153,437	\$ 112	\$ 5,000	\$ 12,065	\$ 700	\$ 17,765	\$ 171,201
232	Wendell	1,143	72.51%	\$ 21,000	\$ 6,858	\$ 27,858	4.3750	\$ 121,879	\$ 149,737	\$ 131	\$ 5,000	\$ 10,058	\$ 700	\$ 15,758	\$ 165,495
233	Hagerman Joint	305	57.91%	\$ 21,000	\$ 1,830	\$ 22,830	4.0000	\$ 91,320	\$ 114,150	\$ 374	\$ 5,000	\$ 2,684	\$ 700	\$ 8,384	\$ 122,534
234	Bliss Joint	127	82.79%	\$ 21,000	\$ 762	\$ 21,762	4.6250	\$ 100,649	\$ 122,411	\$ 964	\$ 5,000	\$ 1,118	\$ 700	\$ 6,818	\$ 129,229

From	To	Low Income Factor+
10%	14%	2.875
15%	20%	3
21%	25%	3.125
26%	30%	3.25
31%	35%	3.375
36%	40%	3.5
41%	45%	3.625
46%	50%	3.75
51%	55%	3.875
56%	60%	4
61%	65%	4.125
66%	70%	4.25
71%	75%	4.375
76%	80%	4.5
81%	85%	4.625
86%	90%	4.75
91%	95%	4.875
96%	100	5

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## JULY 15, 2020

### ATTACHMENT 2

242	Cottonwood Joint	391	34.27%	\$ 21,000	\$ 2,346	\$ 23,346	3.3750	\$ 78,793	\$ 102,139	\$ 261	\$ 5,000	\$ 3,441	\$ 700	\$ 9,141	\$ 111,280
243	Salmon River Joint	134	46.83%	\$ 21,000	\$ 804	\$ 21,804	3.7500	\$ 81,765	\$ 103,569	\$ 773	\$ 5,000	\$ 1,179	\$ 700	\$ 6,879	\$ 110,448
244	Mountain View	1,260	44.40%	\$ 21,000	\$ 7,560	\$ 28,560	3.6250	\$ 103,530	\$ 132,090	\$ 105	\$ 5,000	\$ 11,088	\$ 700	\$ 16,788	\$ 148,878
251	Jefferson County Joint	6,321	33.18%	\$ 21,000	\$ 37,926	\$ 58,926	3.3750	\$ 198,875	\$ 257,801	\$ 41	\$ 5,000	\$ 55,625	\$ 700	\$ 61,325	\$ 319,126
252	Ririe Joint	747	37.85%	\$ 21,000	\$ 4,482	\$ 25,482	3.5000	\$ 89,187	\$ 114,669	\$ 154	\$ 5,000	\$ 6,574	\$ 700	\$ 12,274	\$ 126,943
253	West Jefferson	588	49.58%	\$ 21,000	\$ 3,528	\$ 24,528	3.7500	\$ 91,980	\$ 116,508	\$ 198	\$ 5,000	\$ 5,174	\$ 700	\$ 10,874	\$ 127,382
261	Jerome Joint	4,142	64.28%	\$ 21,000	\$ 24,852	\$ 45,852	4.1250	\$ 189,140	\$ 234,992	\$ 57	\$ 5,000	\$ 36,450	\$ 700	\$ 42,150	\$ 277,141
262	Valley	596	60.25%	\$ 21,000	\$ 3,576	\$ 24,576	4.0000	\$ 98,304	\$ 122,880	\$ 206	\$ 5,000	\$ 5,245	\$ 700	\$ 10,945	\$ 133,825
271	Coeur d' Alene	11,077	33.84%	\$ 21,000	\$ 66,462	\$ 87,462	3.3750	\$ 295,184	\$ 382,646	\$ 35	\$ 5,000	\$ 97,478	\$ 700	\$ 103,178	\$ 485,824
272	Lakeland	4,586	34.23%	\$ 21,000	\$ 27,516	\$ 48,516	3.3750	\$ 163,742	\$ 212,258	\$ 46	\$ 5,000	\$ 40,357	\$ 700	\$ 46,057	\$ 258,314
273	Post Falls	6,175	40.66%	\$ 21,000	\$ 37,050	\$ 58,050	3.5000	\$ 203,175	\$ 261,225	\$ 42	\$ 5,000	\$ 54,340	\$ 700	\$ 60,040	\$ 321,265
274	Kootenai Joint	143	50.64%	\$ 21,000	\$ 858	\$ 21,858	3.7500	\$ 81,968	\$ 103,826	\$ 726	\$ 5,000	\$ 1,258	\$ 700	\$ 6,958	\$ 110,784
281	Moscow	2,299	28.53%	\$ 21,000	\$ 13,794	\$ 34,794	3.2500	\$ 113,081	\$ 147,875	\$ 64	\$ 5,000	\$ 20,231	\$ 700	\$ 25,931	\$ 173,806
282	Genesee Joint	319	24.19%	\$ 21,000	\$ 1,914	\$ 22,914	3.1250	\$ 71,606	\$ 94,520	\$ 296	\$ 5,000	\$ 2,807	\$ 700	\$ 8,507	\$ 103,027
283	Kendrick Joint	248	40.89%	\$ 21,000	\$ 1,488	\$ 22,488	3.5000	\$ 78,708	\$ 101,196	\$ 408	\$ 5,000	\$ 2,182	\$ 700	\$ 7,882	\$ 109,078
285	Potlatch	478	36.99%	\$ 21,000	\$ 2,868	\$ 23,868	3.5000	\$ 83,538	\$ 107,406	\$ 225	\$ 5,000	\$ 4,206	\$ 700	\$ 9,906	\$ 117,312
287	Troy	288	26.16%	\$ 21,000	\$ 1,728	\$ 22,728	3.2500	\$ 73,866	\$ 96,594	\$ 335	\$ 5,000	\$ 2,534	\$ 700	\$ 8,234	\$ 104,828
288	Whiteline Joint	236	47.44%	\$ 21,000	\$ 1,416	\$ 22,416	3.7500	\$ 84,060	\$ 106,476	\$ 451	\$ 5,000	\$ 2,077	\$ 700	\$ 7,777	\$ 114,253
291	Salmon	778	49.87%	\$ 21,000	\$ 4,668	\$ 25,668	3.7500	\$ 96,255	\$ 121,923	\$ 157	\$ 5,000	\$ 6,846	\$ 700	\$ 12,546	\$ 134,469
292	South Lemhi	103	60.26%	\$ 21,000	\$ 618	\$ 21,618	4.0000	\$ 86,472	\$ 103,000	\$ 1,000	\$ 5,000	\$ 906	\$ 700	\$ 6,606	\$ 109,606
302	Nezperce Joint	159	43.33%	\$ 21,000	\$ 954	\$ 21,954	3.6250	\$ 79,583	\$ 101,537	\$ 639	\$ 5,000	\$ 1,399	\$ 700	\$ 7,099	\$ 108,636
304	Kamiah Joint	407	69.27%	\$ 21,000	\$ 2,442	\$ 23,442	4.2500	\$ 99,629	\$ 123,071	\$ 302	\$ 5,000	\$ 3,582	\$ 700	\$ 9,282	\$ 132,352
305	Highland Joint	171	46.88%	\$ 21,000	\$ 1,026	\$ 22,026	3.7500	\$ 82,598	\$ 104,624	\$ 612	\$ 5,000	\$ 1,505	\$ 700	\$ 7,205	\$ 111,828
312	Shoshone Joint	489	75.37%	\$ 21,000	\$ 2,934	\$ 23,934	4.3750	\$ 104,711	\$ 128,645	\$ 263	\$ 5,000	\$ 4,303	\$ 700	\$ 10,003	\$ 138,648
314	Dietrich	202	64.39%	\$ 21,000	\$ 1,212	\$ 22,212	4.1250	\$ 91,625	\$ 113,837	\$ 564	\$ 5,000	\$ 1,778	\$ 700	\$ 7,478	\$ 121,314
316	Richfield	210	68.60%	\$ 21,000	\$ 1,260	\$ 22,260	4.2500	\$ 94,605	\$ 116,865	\$ 557	\$ 5,000	\$ 1,848	\$ 700	\$ 7,548	\$ 124,413
321	Madison	5,415	33.61%	\$ 21,000	\$ 32,490	\$ 53,490	3.3750	\$ 180,529	\$ 234,019	\$ 43	\$ 5,000	\$ 47,652	\$ 700	\$ 53,352	\$ 287,371
322	Sugar-Salem Joint	1,597	38.26%	\$ 21,000	\$ 9,582	\$ 30,582	3.5000	\$ 107,037	\$ 137,619	\$ 86	\$ 5,000	\$ 14,054	\$ 700	\$ 19,754	\$ 157,373
331	Minidoka County Joint	4,315	63.82%	\$ 21,000	\$ 25,890	\$ 46,890	4.1250	\$ 193,421	\$ 240,311	\$ 56	\$ 5,000	\$ 37,972	\$ 700	\$ 43,672	\$ 283,983
340	Lewiston Independent	4,788	35.04%	\$ 21,000	\$ 28,728	\$ 49,728	3.3750	\$ 167,832	\$ 217,560	\$ 45	\$ 5,000	\$ 42,134	\$ 700	\$ 47,834	\$ 265,394
341	Lapwai	519	88.80%	\$ 21,000	\$ 3,114	\$ 24,114	4.7500	\$ 114,542	\$ 138,656	\$ 267	\$ 5,000	\$ 4,567	\$ 700	\$ 10,267	\$ 148,923
342	Culdesac Joint	105	64.42%	\$ 21,000	\$ 630	\$ 21,630	4.1250	\$ 89,224	\$ 105,000	\$ 1,000	\$ 5,000	\$ 924	\$ 700	\$ 6,624	\$ 111,624
351	Oneida County	3,326	38.16%	\$ 21,000	\$ 19,956	\$ 40,956	3.5000	\$ 143,346	\$ 184,302	\$ 55	\$ 5,000	\$ 29,269	\$ 700	\$ 34,969	\$ 219,271
363	Marsing Joint	847	61.19%	\$ 21,000	\$ 5,082	\$ 26,082	4.1250	\$ 107,588	\$ 133,670	\$ 158	\$ 5,000	\$ 7,454	\$ 700	\$ 13,154	\$ 146,824
364	Pleasant Valley Elementary	7	0.00%	\$ 21,000	\$ 42	\$ 21,042	0.0000	\$ -	\$ 7,000	\$ 1,000	\$ 5,000	\$ 62	\$ 700	\$ 5,762	\$ 12,762
365	Bruneau-Grand View Joint	312	54.97%	\$ 21,000	\$ 1,872	\$ 22,872	3.8750	\$ 88,629	\$ 111,501	\$ 357	\$ 5,000	\$ 2,746	\$ 700	\$ 8,446	\$ 119,947
370	Homedale Joint	1,224	61.03%	\$ 21,000	\$ 7,344	\$ 28,344	4.1250	\$ 116,919	\$ 145,263	\$ 119	\$ 5,000	\$ 10,771	\$ 700	\$ 16,471	\$ 161,734
371	Payette Joint	1,394	77.86%	\$ 21,000	\$ 8,364	\$ 29,364	4.5000	\$ 132,138	\$ 161,502	\$ 116	\$ 5,000	\$ 12,267	\$ 700	\$ 17,967	\$ 179,469
372	New Plymouth	971	41.18%	\$ 21,000	\$ 5,826	\$ 26,826	3.6250	\$ 97,244	\$ 124,070	\$ 128	\$ 5,000	\$ 8,545	\$ 700	\$ 14,245	\$ 138,315
373	Fruitland	1,666	40.45%	\$ 21,000	\$ 9,996	\$ 30,996	3.5000	\$ 108,486	\$ 139,482	\$ 84	\$ 5,000	\$ 14,661	\$ 700	\$ 20,361	\$ 159,843
381	American Falls Joint	1,554	68.50%	\$ 21,000	\$ 9,324	\$ 30,324	4.2500	\$ 128,877	\$ 159,201	\$ 102	\$ 5,000	\$ 13,675	\$ 700	\$ 19,375	\$ 178,576
382	Rockland	172	36.63%	\$ 21,000	\$ 1,032	\$ 22,032	3.5000	\$ 77,112	\$ 99,144	\$ 576	\$ 5,000	\$ 1,514	\$ 700	\$ 7,214	\$ 106,358
383	Arbon Elementary	15	0.00%	\$ 21,000	\$ 90	\$ 21,090	0.0000	\$ -	\$ 15,000	\$ 1,000	\$ 5,000	\$ 132	\$ 700	\$ 5,832	\$ 20,832
391	Kellogg	1,087	50.09%	\$ 21,000	\$ 6,522	\$ 27,522	3.7500	\$ 103,208	\$ 130,730	\$ 120	\$ 5,000	\$ 9,566	\$ 700	\$ 15,266	\$ 145,995
392	Mullan	101	84.54%	\$ 21,000	\$ 606	\$ 21,606	4.6250	\$ 99,928	\$ 101,000	\$ 1,000	\$ 5,000	\$ 889	\$ 700	\$ 6,589	\$ 107,589
393	Wallace	494	57.99%	\$ 21,000	\$ 2,964	\$ 23,964	4.0000	\$ 95,856	\$ 119,820	\$ 243	\$ 5,000	\$ 4,347	\$ 700	\$ 10,047	\$ 129,867
394	Avery	24	0.00%	\$ 21,000	\$ 144	\$ 21,144	0.0000	\$ -	\$ 21,144	\$ 881	\$ 5,000	\$ 211	\$ 700	\$ 5,911	\$ 27,055
401	Teton County	1,898	35.18%	\$ 21,000	\$ 11,388	\$ 32,388	3.3750	\$ 109,310	\$ 141,698	\$ 75	\$ 5,000	\$ 16,702	\$ 700	\$ 22,402	\$ 164,100
411	Twin Falls	9,622	60.49%	\$ 21,000	\$ 57,732	\$ 78,732	4.0000	\$ 314,928	\$ 393,660	\$ 41	\$ 5,000	\$ 84,674	\$ 700	\$ 90,374	\$ 484,034
412	Buhl Joint	1,281	60.71%	\$ 21,000	\$ 7,686	\$ 28,686	4.0000	\$ 114,744	\$ 143,430	\$ 112	\$ 5,000	\$ 11,273	\$ 700	\$ 16,973	\$ 160,403
413	Filer	1,648	38.05%	\$ 21,000	\$ 9,888	\$ 30,888	3.5000	\$ 108,108	\$ 138,996	\$ 84	\$ 5,000	\$ 14,502	\$ 700	\$ 20,202	\$ 159,198
414	Kimberly	2,098	31.82%	\$ 21,000	\$ 12,588	\$ 33,588	3.3750	\$ 113,360	\$ 146,948	\$ 70	\$ 5,000	\$ 18,462	\$ 700	\$ 24,162	\$ 171,110
415	Hansen	333	66.26%	\$ 21,000	\$ 1,998	\$ 22,998	4.2500	\$ 97,742	\$ 120,740	\$ 363	\$ 5,000	\$ 2,930	\$ 700	\$ 8,630	\$ 129,370
416	Three Creek Joint Element	6	0.00%	\$ 21,000	\$ 36	\$ 21,036	0.0000	\$ -	\$ 6,000	\$ 1,000	\$ 5,000	\$ 53	\$ 700	\$ 5,753	\$ 11,753
417	Castleford Joint	330	60.80%	\$ 21,000	\$ 1,980	\$ 22,980	4.0000	\$ 91,920	\$ 114,900	\$ 348	\$ 5,000	\$ 2,904	\$ 700	\$ 8,604	\$ 123,504
418	Murtaugh Joint	362	67.03%	\$ 21,000	\$ 2,172	\$ 23,172	4.2500	\$ 98,481	\$ 121,653	\$ 336	\$ 5,000	\$ 3,186	\$ 700	\$ 8,886	\$ 130,539
421	McCall-Donnelly Joint	1,327	25.96%	\$ 21,000	\$ 7,962	\$ 28,962	3.1250	\$ 90,506	\$ 119,468	\$ 90	\$ 5,000	\$ 11,678	\$ 700	\$ 17,378	\$ 136,846
422	Cascade	204	38.71%	\$ 21,000	\$ 1,224	\$ 22,224	3.5000	\$ 77,784	\$ 100,008	\$ 490	\$ 5,000	\$ 1,795	\$ 700	\$ 7,495	\$ 107,503
431	Weiser	1,568	54.28%	\$ 21,000	\$ 9,408	\$ 30,408	3.8750	\$ 117,831	\$ 148,239	\$ 95	\$ 5,000	\$ 13,798	\$ 700	\$ 19,498	\$ 167,737
432	Cambridge Joint	129	57.78%	\$ 21,000	\$ 774	\$ 21,774	4.0000	\$ 87,096	\$ 108,870	\$ 844	\$ 5,000	\$ 1,135	\$ 700	\$ 6,835	\$ 115,705
433	Midvale	118	51.92%	\$ 21,000	\$ 708	\$ 21,708	3.8750	\$ 84,119	\$ 105,827	\$ 897	\$ 5,000	\$ 1,038	\$ 700	\$ 6,738	\$ 112,565
555	COSSA	134	0.00%	\$ 21,000	\$ 804	\$ 21,804	0.0000	\$ -	\$ 21,804	\$ 163	\$ 5,000	\$ 1,179	\$ 700	\$ 6,879	\$ 28,683
492	ANSER Charter School	372	19.41%	\$ 21,000	\$ 2,232	\$ 23,232	3.0000	\$ 69,696	\$ 92,928	\$ 250	\$ 5,000	\$ 3,274	\$ 700	\$ 8,974	\$ 101,902
768	Meridian Technical Charter	199	9.84%	\$ 21,000	\$ 1,194	\$ 22,194	0.0000	\$ -	\$ 22,194	\$ 112	\$ 5,000	\$ 1,751	\$ 700	\$ 7,451	\$ 29,645
785	Meridian Medical Arts Charter	191	19.58%	\$ 21,000	\$ 1,146	\$ 22,146	3.0000	\$ 66,438	\$ 88,584	\$ 464	\$ 5,000	\$ 1,681	\$ 700	\$ 7,381	\$ 95,965
795	Idaho Arts Charter School	1,231	41.98%	\$ 21,000	\$ 7,386	\$ 28,386	3.6250	\$ 102,899	\$ 131,285	\$ 107	\$ 5,000	\$ 10,833	\$ 700	\$ 16,533	\$ 147,818
796	Gem Prep - Nampa	437	46.78%	\$ 21,000	\$ 2,622	\$ 23,622	3.7500	\$ 88,583	\$ 112,205	\$ 257	\$ 5,000	\$ 3,846	\$ 700	\$ 9,546	\$ 121,750
559	Thomas Jefferson Charter	383	39.47%	\$ 21,000	\$ 2,298	\$ 23,298	3.5000	\$ 81,543	\$ 104,841	\$ 274	\$ 5,000	\$ 3,370	\$ 700	\$ 9,070	\$ 113,911
751	SEI Tech	206	0.00%	\$ 21,000	\$ 1,236	\$ 22,236	0.0000	\$ -	\$ 22,236	\$ 108	\$ 5,000	\$ 1,813	\$ 700	\$ 7,513	\$ 29,749

PPGA

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# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## JULY 15, 2020

### ATTACHMENT 2

794	Payette River Technical	195	0.00%	\$ 21,000	\$ 1,170	\$ 22,170	0.0000	\$ -	\$ 22,170	\$ 114	\$ 5,000	\$ 1,716	\$ 700	\$ 7,416	\$ 29,586
813	Moscow Charter School	184	21.62%	\$ 21,000	\$ 1,104	\$ 22,104	3.1250	\$ 69,075	\$ 91,179	\$ 496	\$ 5,000	\$ 1,619	\$ 700	\$ 7,319	\$ 98,498
790	ARTEC Charter School	206	0.00%	\$ 21,000	\$ 1,236	\$ 22,236	0.0000	\$ -	\$ 22,236	\$ 108	\$ 5,000	\$ 1,813	\$ 700	\$ 7,513	\$ 29,749
518	ARTEC Industrial Charter S	211	0.00%	\$ 21,000	\$ 1,266	\$ 22,266	0.0000	\$ -	\$ 22,266	\$ 106	\$ 5,000	\$ 1,857	\$ 700	\$ 7,557	\$ 29,823
451	Victory Charter School	395	24.16%	\$ 21,000	\$ 2,370	\$ 23,370	3.1250	\$ 73,031	\$ 96,401	\$ 244	\$ 5,000	\$ 3,476	\$ 700	\$ 9,176	\$ 105,577
452	Idaho Virtual Academy	1,736	53.81%	\$ 21,000	\$ 10,416	\$ 31,416	3.8750	\$ 121,737	\$ 153,153	\$ 88	\$ 5,000	\$ 15,277	\$ 700	\$ 20,977	\$ 174,130
453	Idaho Virtual HS Richard f	504	0.00%	\$ 21,000	\$ 3,024	\$ 24,024	0.0000	\$ -	\$ 24,024	\$ 48	\$ 5,000	\$ 4,435	\$ 700	\$ 10,135	\$ 34,159
454	Rolling Hills Charter School	246	34.01%	\$ 21,000	\$ 1,476	\$ 22,476	3.3750	\$ 75,857	\$ 98,333	\$ 400	\$ 5,000	\$ 2,165	\$ 700	\$ 7,865	\$ 106,197
455	Compass Charter School	1,165	15.19%	\$ 21,000	\$ 6,990	\$ 27,990	3.0000	\$ 83,970	\$ 111,960	\$ 96	\$ 5,000	\$ 10,252	\$ 700	\$ 15,952	\$ 127,912
456	Falcon Ridge Charter Schoo	270	15.61%	\$ 21,000	\$ 1,620	\$ 22,620	3.0000	\$ 67,860	\$ 90,480	\$ 335	\$ 5,000	\$ 2,376	\$ 700	\$ 8,076	\$ 98,556
457	Inspire Virtual Charter Sch	1,048	40.51%	\$ 21,000	\$ 6,288	\$ 27,288	3.5000	\$ 95,508	\$ 122,796	\$ 117	\$ 5,000	\$ 9,222	\$ 700	\$ 14,922	\$ 137,718
458	Liberty Charter School	411	28.36%	\$ 21,000	\$ 2,466	\$ 23,466	3.2500	\$ 76,265	\$ 99,731	\$ 243	\$ 5,000	\$ 3,617	\$ 700	\$ 9,317	\$ 109,047
460	The Academy	538	12.21%	\$ 21,000	\$ 3,228	\$ 24,228	2.8750	\$ 69,656	\$ 93,884	\$ 175	\$ 5,000	\$ 4,734	\$ 700	\$ 10,434	\$ 104,318
461	Taylor's Crossing Charter S	369	34.99%	\$ 21,000	\$ 2,214	\$ 23,214	3.3750	\$ 78,347	\$ 101,561	\$ 275	\$ 5,000	\$ 3,247	\$ 700	\$ 8,947	\$ 110,508
462	Xavier Charter School	701	30.85%	\$ 21,000	\$ 4,206	\$ 25,206	3.2500	\$ 81,920	\$ 107,126	\$ 153	\$ 5,000	\$ 6,169	\$ 700	\$ 11,869	\$ 118,994
463	Vision Charter School	720	35.67%	\$ 21,000	\$ 4,320	\$ 25,320	3.3750	\$ 85,455	\$ 110,775	\$ 154	\$ 5,000	\$ 6,336	\$ 700	\$ 12,036	\$ 122,811
464	Whitepine Charter School	600	29.53%	\$ 21,000	\$ 3,600	\$ 24,600	3.2500	\$ 79,950	\$ 104,550	\$ 174	\$ 5,000	\$ 5,280	\$ 700	\$ 10,980	\$ 115,530
465	North Valley Academy	242	58.79%	\$ 21,000	\$ 1,452	\$ 22,452	4.0000	\$ 89,808	\$ 112,260	\$ 464	\$ 5,000	\$ 2,130	\$ 700	\$ 7,830	\$ 120,090
466	iSucceed Charter High	653	53.06%	\$ 21,000	\$ 3,918	\$ 24,918	3.8750	\$ 96,557	\$ 121,475	\$ 186	\$ 5,000	\$ 5,746	\$ 700	\$ 11,446	\$ 132,922
468	Idaho Science & Technolog	339	47.21%	\$ 21,000	\$ 2,034	\$ 23,034	3.7500	\$ 86,378	\$ 109,412	\$ 323	\$ 5,000	\$ 2,983	\$ 700	\$ 8,683	\$ 118,095
469	Idaho Virtual Education Pa	242	0.00%	\$ 21,000	\$ 1,452	\$ 22,452	0.0000	\$ -	\$ 22,452	\$ 93	\$ 5,000	\$ 2,130	\$ 700	\$ 7,830	\$ 30,282
470	Kootenai Bridge Academy	286	0.00%	\$ 21,000	\$ 1,716	\$ 22,716	0.0000	\$ -	\$ 22,716	\$ 79	\$ 5,000	\$ 2,517	\$ 700	\$ 8,217	\$ 30,933
472	Palouse Prairie School	187	21.31%	\$ 21,000	\$ 1,122	\$ 22,122	3.1250	\$ 69,131	\$ 91,253	\$ 488	\$ 5,000	\$ 1,646	\$ 700	\$ 7,346	\$ 98,599
473	The Village Charter School	328	35.56%	\$ 21,000	\$ 1,968	\$ 22,968	3.3750	\$ 77,517	\$ 100,485	\$ 306	\$ 5,000	\$ 2,886	\$ 700	\$ 8,586	\$ 109,071
474	Monticello Montessori Cha	272	51.93%	\$ 21,000	\$ 1,632	\$ 22,632	3.8750	\$ 87,699	\$ 110,331	\$ 406	\$ 5,000	\$ 2,394	\$ 700	\$ 8,094	\$ 118,425
475	Sage International School	980	31.02%	\$ 21,000	\$ 5,880	\$ 26,880	3.3750	\$ 90,720	\$ 117,600	\$ 120	\$ 5,000	\$ 8,624	\$ 700	\$ 14,324	\$ 131,924
476	Another Choice Virtual Cha	488	67.18%	\$ 21,000	\$ 2,928	\$ 23,928	4.2500	\$ 101,694	\$ 125,622	\$ 257	\$ 5,000	\$ 4,294	\$ 700	\$ 9,994	\$ 135,616
477	Blackfoot Community Lear	545	53.37%	\$ 21,000	\$ 3,270	\$ 24,270	3.8750	\$ 94,046	\$ 118,316	\$ 217	\$ 5,000	\$ 4,796	\$ 700	\$ 10,496	\$ 128,812
478	Legacy Charter School	293	27.68%	\$ 21,000	\$ 1,758	\$ 22,758	3.2500	\$ 73,964	\$ 96,722	\$ 330	\$ 5,000	\$ 2,578	\$ 700	\$ 8,278	\$ 105,000
479	Heritage Academy	126	71.13%	\$ 21,000	\$ 756	\$ 21,756	4.3750	\$ 95,183	\$ 116,939	\$ 928	\$ 5,000	\$ 1,109	\$ 700	\$ 6,809	\$ 123,747
480	North Idaho STEM Charter	550	31.18%	\$ 21,000	\$ 3,300	\$ 24,300	3.3750	\$ 82,013	\$ 106,313	\$ 193	\$ 5,000	\$ 4,840	\$ 700	\$ 10,540	\$ 116,853
481	Heritage Community Chart	481	66.53%	\$ 21,000	\$ 2,886	\$ 23,886	4.2500	\$ 101,516	\$ 125,402	\$ 261	\$ 5,000	\$ 4,233	\$ 700	\$ 9,933	\$ 135,334
482	American Heritage Charter	396	30.10%	\$ 21,000	\$ 2,376	\$ 23,376	3.2500	\$ 75,972	\$ 99,348	\$ 251	\$ 5,000	\$ 3,485	\$ 700	\$ 9,185	\$ 108,533
483	Chief Tahgee Elementary A	90	98.90%	\$ 21,000	\$ 540	\$ 21,540	5.0000	\$ 107,700	\$ 90,000	\$ 1,000	\$ 5,000	\$ 792	\$ 700	\$ 6,492	\$ 96,492
485	Idaho STEM Academy Dist	117	35.40%	\$ 21,000	\$ 702	\$ 21,702	3.3750	\$ 73,244	\$ 94,946	\$ 812	\$ 5,000	\$ 1,030	\$ 700	\$ 6,730	\$ 101,676
486	Upper Carmen Charter Sch	55	0.00%	\$ 21,000	\$ 330	\$ 21,330	0.0000	\$ -	\$ 21,330	\$ 388	\$ 5,000	\$ 484	\$ 700	\$ 6,184	\$ 27,514
487	Sandpoint Charter Forrest	315	39.56%	\$ 21,000	\$ 1,890	\$ 22,890	3.5000	\$ 80,115	\$ 103,005	\$ 327	\$ 5,000	\$ 2,772	\$ 700	\$ 8,472	\$ 111,477
488	Syringa Mountain Charter	105	53.78%	\$ 21,000	\$ 630	\$ 21,630	3.8750	\$ 83,816	\$ 105,000	\$ 1,000	\$ 5,000	\$ 924	\$ 700	\$ 6,624	\$ 111,624
489	Idaho College & Career Res	159	0.00%	\$ 21,000	\$ 954	\$ 21,954	0.0000	\$ -	\$ 21,954	\$ 138	\$ 5,000	\$ 1,399	\$ 700	\$ 7,099	\$ 29,053
491	Coeur d' Alene Charter Aca	671	0.00%	\$ 21,000	\$ 4,026	\$ 25,026	0.0000	\$ -	\$ 25,026	\$ 37	\$ 5,000	\$ 5,905	\$ 700	\$ 11,605	\$ 36,631
493	North Star Charter School	998	0.00%	\$ 21,000	\$ 5,988	\$ 26,988	0.0000	\$ -	\$ 26,988	\$ 27	\$ 5,000	\$ 8,782	\$ 700	\$ 14,482	\$ 41,470
494	Pocatello Community Char	340	42.23%	\$ 21,000	\$ 2,040	\$ 23,040	3.6250	\$ 83,520	\$ 106,560	\$ 313	\$ 5,000	\$ 2,992	\$ 700	\$ 8,692	\$ 115,252
495	Forrester Academy - Altura	555	30.47%	\$ 21,000	\$ 3,330	\$ 24,330	3.2500	\$ 79,073	\$ 103,403	\$ 186	\$ 5,000	\$ 4,884	\$ 700	\$ 10,584	\$ 113,987
496	Gem Prep - Pocatello	318	58.64%	\$ 21,000	\$ 1,908	\$ 22,908	4.0000	\$ 91,632	\$ 114,540	\$ 360	\$ 5,000	\$ 2,798	\$ 700	\$ 8,498	\$ 123,038
497	Pathways in Education	298	57.78%	\$ 21,000	\$ 1,788	\$ 22,788	4.0000	\$ 91,152	\$ 113,940	\$ 382	\$ 5,000	\$ 2,622	\$ 700	\$ 8,322	\$ 122,262
498	Gem Prep - Meridian	379	20.33%	\$ 21,000	\$ 2,274	\$ 23,274	3.0000	\$ 69,822	\$ 93,096	\$ 246	\$ 5,000	\$ 3,335	\$ 700	\$ 9,035	\$ 102,131
499	Future Public School	297	49.32%	\$ 21,000	\$ 1,782	\$ 22,782	3.7500	\$ 85,433	\$ 108,215	\$ 364	\$ 5,000	\$ 2,614	\$ 700	\$ 8,314	\$ 116,528
511	Peace Valley Charter Schoo	286	21.09%	\$ 21,000	\$ 1,716	\$ 22,716	3.1250	\$ 70,988	\$ 93,704	\$ 328	\$ 5,000	\$ 2,517	\$ 700	\$ 8,217	\$ 101,920
513	Project Impact STEM Acad	210	52.34%	\$ 21,000	\$ 1,260	\$ 22,260	3.8750	\$ 86,258	\$ 108,518	\$ 517	\$ 5,000	\$ 1,848	\$ 700	\$ 7,548	\$ 116,066
523	Elevate Academy Inc	314	48.28%	\$ 21,000	\$ 1,884	\$ 22,884	3.7500	\$ 85,815	\$ 108,699	\$ 346	\$ 5,000	\$ 2,763	\$ 700	\$ 8,463	\$ 117,162
528	Forge International, LLC	258	25.83%	\$ 21,000	\$ 1,548	\$ 22,548	3.1250	\$ 70,463	\$ 93,011	\$ 361	\$ 5,000	\$ 2,270	\$ 700	\$ 7,970	\$ 100,981
531	Fern-Waters Public Charter	57	51.79%	\$ 21,000	\$ 342	\$ 21,342	3.8750	\$ 82,700	\$ 57,000	\$ 1,000	\$ 5,000	\$ 502	\$ 700	\$ 6,202	\$ 63,202
532	Treasure Valley Classical	303	46.46%	\$ 21,000	\$ 1,818	\$ 22,818	3.7500	\$ 85,568	\$ 108,386	\$ 358	\$ 5,000	\$ 2,666	\$ 700	\$ 8,366	\$ 116,752
534	Gem Prep - Online LLC (49	322	38.90%	\$ 21,000	\$ 1,932	\$ 22,932	3.5000	\$ 80,262	\$ 103,194	\$ 320	\$ 5,000	\$ 2,834	\$ 700	\$ 8,534	\$ 111,728
508	Hayden Canyon	304	35.86%	\$ 21,000	\$ 1,824	\$ 22,824	3.3750	\$ 77,031	\$ 99,855	\$ 328	\$ 5,000	\$ 2,675	\$ 700	\$ 8,375	\$ 108,230
540	Island Park Elementary	15	60.00%	\$ 21,000	\$ 90	\$ 21,090	4.0000	\$ 84,360	\$ 15,000	\$ 1,000	\$ 5,000	\$ 132	\$ 700	\$ 5,832	\$ 20,832
544	Mosais	300	50.00%	\$ 21,000	\$ 1,800	\$ 22,800	3.7500	\$ 85,500	\$ 108,300	\$ 361	\$ 5,000	\$ 2,640	\$ 700	\$ 8,340	\$ 116,640
550	Doral Academy	196	36.22%	\$ 21,000	\$ 1,176	\$ 22,176	3.5000	\$ 77,616	\$ 99,792	\$ 509	\$ 5,000	\$ 1,725	\$ 700	\$ 7,425	\$ 107,217
553	Pinecrest Academy	196	65.82%	\$ 21,000	\$ 1,176	\$ 22,176	4.1250	\$ 91,476	\$ 113,652	\$ 580	\$ 5,000	\$ 1,725	\$ 700	\$ 7,425	\$ 121,077
596	IDAHO BUREAU OF EDUCA	94	70.21%	\$ 21,000	\$ 564	\$ 21,564	4.2500	\$ 91,647	\$ 94,000	\$ 1,000	\$ 5,000	\$ 827	\$ 700	\$ 6,527	\$ 100,527