

---

## 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.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 90%;" type="text" value="Boise State University"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 50px;" type="text"/>	* First Name: <input style="width: 150px;" type="text" value="Karen"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="Henry"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Associate Vice President for Sponsored Prgms"/>	
<b>* SIGNATURE:</b> <input style="width: 250px;" type="text" value="Karen Henry"/>	<b>* DATE:</b> <input style="width: 100px;" type="text" value="05/19/2021"/>

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="05/19/2021"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="(b)(6)"/>	* c. Organizational DUNS: <input type="text" value="0729958480000"/>
--	---

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text" value="School of Public Service Admin"/>	Division Name: <input type="text" value="School of Public Service"/>
---	---

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Homeland Security - FEMA

**11. Catalog of Federal Domestic Assistance Number:**

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

**\* 12. Funding Opportunity Number:**

DHS-21-TTP-132-00-01

\* Title:

Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

**13. Competition Identification Number:**

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Boise State University/Wassmuth Center for Human Rights Alternative Reality Game and Media Literacy Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="144,080.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="144,080.00"/>

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

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

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN:  
 ORGANIZATION:  
 Boise State University  
 1910 University Drive  
 Boise, ID 83725

DATE: 03/15/2018  
 FILING REF.: The preceding  
 agreement was dated  
 04/13/2015

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

**SECTION I: Facilities And Administrative Cost Rates**

RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

<u>EFFECTIVE PERIOD</u>					
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2018	06/30/2022	40.50	On-Campus	Organized Research
PRED.	07/01/2018	06/30/2022	26.00	Off-Campus	Organized Research
PRED.	07/01/2018	06/30/2022	51.00	On-Campus	Instruction
PRED.	07/01/2018	06/30/2022	26.00	Off-Campus	Instruction
PRED.	07/01/2018	06/30/2022	33.50	On-Campus	Other Sponsored Activities
PRED.	07/01/2018	06/30/2022	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2022	Until Amended	Use same rates and conditions as those cited for fiscal year ending June 30, 2022.		

\*BASE  
 Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: Boise State University

AGREEMENT DATE: 3/15/2018

---

## **SECTION II: SPECIAL REMARKS**

---

### TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

### TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

### DEFINITION OF EQUIPMENT

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000.

The following fringe benefits are treated as direct costs:  
FICA, WORKERS COMPENSATION, UNEMPLOYMENT INSURANCE, GROUP LIFE INSURANCE, RETIREMENT, AND ACCIDENT/HEALTH INSURANCE.

The four-year extension of the indirect cost rate was grated in accordance with 2 CFR 200.414(g).

### NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending June 30, 2021 will be due no later than December 31, 2021.

ORGANIZATION: Boise State University  
AGREEMENT DATE: 3/15/2018

---

**SECTION III: GENERAL**

---

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Boise State University

(b)(6)

(SIGNATURE)

Karen Henry

(NAME)

Executive Director, Office of Sponsored Programs

(TITLE)

3/20/2018

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

3/15/2018

(DATE) 1632

HHS REPRESENTATIVE: Helen Fung

Telephone:

(b)(6)

BOISE STATE UNIVERSITY  
 FACILITIES AND ADMINISTRATIVE COST RATES  
 FOR THE PERIOD JULY 1, 2018 TO JUNE 30, 2022

EXHIBIT A  
 PAGE 1 OF 1

	ORGANIZED RESEARCH		INSTRUCTION		OTHER SPONSORED ACTIVITIES	
	JULY 1, 2018 THROUGH JUNE 30, 2022		JULY 1, 2018 THROUGH JUNE 30, 2022		JULY 1, 2018 THROUGH JUNE 30, 2022	
	ON-CAMPUS	OFF-CAMPUS	ON-CAMPUS	OFF-CAMPUS	ON-CAMPUS	OFF-CAMPUS
BUILDING		2.2%		3.9%		1.4%
EQUIPMENT		5.2%		2.6%		0.8%
INTEREST		1.0%		0.4%		0.2%
OPERATIONS & MAINTENANCE		5.3%		9.4%		4.4%
LIBRARY		0.8%		8.7%		0.7%
GENERAL ADMINISTRATION	5.6%		3.5%		6.9%	
DEPARTMENT ADMINISTRATION	10.4%		7.3%		6.8%	
SPONSORED PROJECTS ADMINISTRATION	10.0%		6.3%		12.3%	
STUDENT SERVICES ADMINISTRATION			<u>8.9%</u>			
ADMINISTRATION COMPONENTS*	26.0%	<u>26.0%</u>	<u>26.0%</u>	26.0%	<u>26.0%</u>	<u>26.0%</u>
TOTAL		40.5%	26.0%	51.0%	26.0%	33.5%
				26.0%		26.0%

\*Reflects provisions of Appendix III to Part 200 of Uniform Guidance - Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated September 10, 2015.

CONCUR:

(b)(6)

SIGNATURE

Executive Director, Office of Sponsored Programs

TITLE

3/20/2018

DATE



**Cover Page****Project Title: Boise State University/Wassmuth Center for Human Rights Augmented Reality Game and Media Literacy Initiative****Name of Entity Applying:** Boise State University and the Wassmuth Center for Human Rights**Primary Location:** Boise, Idaho**Application Track:** Promising Practice-Single Project Track**Project Type:** Media Literacy and Online Critical Thinking Initiatives**Amount of Funds Requested:** \$120,964**Abstract (200 words)**

This project brings together an interdisciplinary team of scholars from Boise State University and the Wassmuth Center for Human Rights located in Boise, Idaho, to develop a pilot program that builds an Alternate Reality Game (ARG) that engages users in the democratic values underlying a number of historical markers and public exhibits in the State of Idaho.

Our single project track addresses *Objective 1: Section 2, Media Literacy and Online Critical Thinking Initiatives*, outlined in Appendix A of the FY21 TVTP NOFO. This Promising Practice-Single Project Track project establishes a local targeted violence prevention framework designed to increase local societal awareness of the process of radicalization to violence, by increasing local individual resilience to recruitment narratives for hate and violence-based ideologies by strengthening the Human Rights educational outcomes and media literacy skills among 12–25-year-old demographic. Our project builds on the existing education program at the Wassmuth Center for Human Rights, creates the Media Literacy Reference Desk at Boise State's Albertson's Library accessible to the public and secondary education students, and trains Boise State students in digital product development and media literacy training that will additionally aid counter terrorism efforts.

## **Project Narrative Body**

### **Section 1: Needs Assessment**

This project confronts the development of violent ideology from across the political spectrum by utilizing an evidenced based model of education integrated into an innovative technological product (ARG) connected to a physical Site of Conscience and backed by a multi-pronged education program.<sup>1</sup> Our target audience of among 12–25-year-old in the greater Boise area, has only one human rights education initiative to draw inspiration and clarity on the core values of democracy, specifically non-violent civic engagement which is housed at the Wassmuth Center for Human rights in Boise, Idaho and it's Idaho Anne Frank Memorial located adjacent to the Boise State University campus. However, this memorial and associated education program is without an augmented reality game (ARG) or a Media Literacy Reference Desk housed at a local university to support directed and undirected visitors to the

### **Section 2: Program Design**

#### **Problem Statement**

Our project addresses *Objectives 1 and 2*, outlined in Appendix A of the FY21 TVTP NOFO. This Promising Practice-Single Project Track project establishes a local targeted violence prevention framework designed to increase local societal awareness of the process of radicalization to violence, by increasing local individual resilience to recruitment narratives for hate and violence-based ideologies by strengthening the Human Rights educational outcomes and media literacy skills among 12–25-year-old demographic.

#### **Program Goals**

1. Preventing the adoption of violence and hate based ideologies through the implementation of an innovative technology coupled with traditional educational strategies integrated over a wide range of educational settings within the greater Boise area.
2. Train and individuals in the 12-25 age demographic from the Greater Boise, Idaho Region in applied media literacy skills.

#### **Program Objectives**

1. Integrate evidence-based learning models into an Augmented Reality Game that reenforces the democratic values rejecting hate and violence-based ideologies at the Idaho Anne Frank Memorial, a Site of Consciousness.
2. Strengthen the educational experience of the 10,000 directed students who go through Wassmuth Center for Human Rights annually, particularly user's commitment to democratic values.
3. Elevate educational experience of 100,000 undirected visitors annually to Idaho Anne Frank Memorial, particularly user's commitment to democratic values.
4. Increase the educational tools on counter radicalization available to local secondary education and university instructors.
5. Establish a team of six undergraduate students employed as pee-peer educators and media literacy assistants at the Albertsons Library Media Literacy Reference Desk at Boise State University.

---

<sup>1</sup> Sites of Conscience interpret history through physical sites, engage the public in programs that stimulate dialogue on pressing social issues, share opportunities for public involvement and positive action on the issues raised at the site, and promote justice and universal cultures of human rights.

6. Serve 2,000 or more Secondary Education students from the Greater Boise region at the Media Literacy Reference Desk at Albertson Library.
7. Disseminate a pilot program and model to other universities and centers.
8. Produce 3-4 academic journal articles in a range of fields including Education, Marketing, Political Science, and Library Sciences reviewing the theory of change employed in this project.
9. Train 7 GIMM students on digital product development specific to counter terrorism programming.

### **Logic Model (See Attached)**

#### **A Theory of Change**

Our theory of change is centralized on the designing digital technology guided by evidence-based models of narrative shift (Bruner 1986; Mahood and Hanus 2017), combined with high touch peer to peer learning (Eisen 2001), underpinned by a multi-level educational effort targeting the 12–25-year-old demographic in the great Boise, Idaho metro area. If undermining the radicalization process requires clear and concise narratives that establish the supremacy of core democratic values, and how they stand in clear opposition to violence and hate based ideologies, then our project’s outcome of enhancing the existing educational efforts of the Wassmuth Center, will further strengthen the human rights content the target population is exposed to, in addition to building a new infrastructure around media literacy skills by establishing a Media Literacy Reference Desk at the Albertsons Library on the Boise State Campus.

#### **Short and Long-Term Outcomes**

##### **Community Outcomes**

1. Raise awareness of radicalization processes and the importance of democratic values of the 10,000 secondary education and higher education students who complete Wassmuth Center for Human Rights educational programming on an annual basis.
2. Raise awareness of radicalization processes and the importance of democratic values among the 100,000 undirected visitors to the Idaho Anne Frank Memorial on an annual basis.
3. Generate increased secondary education and higher education faculty engagement with counter radicalization curriculum, including Media literacy content.

##### **Student Outcomes**

1. Increase the number and diversity of undergraduate students engaged with Peer-Peer mentorship through the Media Literacy Reference Desk at Boise State University’s Albertson Library.
2. Increase engagement of 12–26-year-old users with media literacy content by establishing the Media Literacy Reference Desk.
3. Increase the number of Boise State University’s GIMM Majors who are engaged counter-terrorism technology implementation and development.

##### **Institutional Outcomes**

1. Increase the interdisciplinary and cross-institutional collaboration that leads to a strong network of faculty and community resources working on the area of counter-terrorism research and program implementation.

## **Outputs**

### **Programmatic Outputs**

1. One ARG developed and deployed at the Idaho Anne Frank Memorial
2. Integration of ARG content into Wassmuth Educational Program curriculum including presentations, video content, assignments and other student assessment tools.
3. Installation of Plaque at Idaho Anne Frank Memorial with information prompting users to access ARG.
4. 60 contacts with local area secondary education teachers discussing ARG role in learning outcomes.
5. Adoption of education model specific to learning in ARG environment.
6. 7 GIMM Student/Majors trained on application of education-based models into digital product development specific to counter-terrorism.
7. Establishment of Media Literacy Reference Desk at Boise State University's Albertson Library including employee training, website and website content, office and technology set-up.
8. One outreach/accessibility model specific to 12-25 in AR environment.
9. Survey and Assessment Tools, including user surveys and six focus groups.

### **Academic Dissemination**

1. 3-4 Academic Papers/Journal Articles published
2. 7-8 Academic Conference Presentations

## **Activities**

### **Year One**

1. Development of ARG Experience (October 2021-September 2021)
  - a. Technical Development led by GIMM Lab
  - b. Content Development
    - i. Boise State Faculty Content Contribution
    - ii. Wassmuth Content Contribution
  - a. Preliminary Evaluation
    - i. 1<sup>st</sup> Iteration (Focus Group 1)
    - ii. 2<sup>nd</sup> Iteration (Focus Group 2)
    - iii. 3<sup>rd</sup> Iteration (Focus Group 3)
2. Albertson Library Media Literacy Reference Desk Development (June 2022-August 2022)
  - a. Training Protocol Development
  - b. Hiring and Training of Student Workers
  - c. Media Literacy Website and Reference Desk Set-Up

### **Year Two**

1. Integration of ARG into Wassmuth Center for Human Rights (October 2022-Indefinitely)
  - a. Construction of Physical Portals
  - b. Integration of ARG into Wassmuth Education Programming utilized by Secondary Education and Higher Learning institutions.
  - c. Outreach effort directed at Secondary Education Teachers in Great Boise Area informing them of ARG at Idaho Anne Frank Memorial.

2. Albertson Library Media Literacy Reference Desk Operations (October 2022-September 2023)
2. Program Assessment (October 2022-September 2023)
  - a. Non directed user – ARG User Survey (assessment)
    - i. 1-month post use
    - ii. 3-month post use
    - iii. 6-month post use
  - a. Directed user – Wassmuth driven: suggested/required assignment (assessment)
  - b. Directed user – Teacher professional development: suggested/required assignment (assessment)
  - c. Directed user-Albertson Library Media Literacy Reference Desk Survey

### **Inputs**

1. Interdisciplinary Team (School of Education, College of Business and Economics, School of Public Service, Albertsons Library) of Boise State Faculty time and expertise
2. Boise State GIMM Lab technology (software and hardware)
3. Boise State GIMM Lab Student Employees
4. Boise State’s Albertsons Library Reference Desk Management protocol and structure.
5. Wassmuth Center for Human Rights Educational Programming
6. Existing physical location and ongoing presence in the Boise Community of the Idaho Anne Frank Memorial

### **Organization and Key Personnel**

1. PI Isaac Castellano, Assistant Clinical Professor, Boise State University, School of Public Service. Castellano Holds a PHD in Political Science and is an expert in political violence, and has managed several DHS funded student-based projects including the Invent2Prevent and Peer2Peer competitions organized by EDventure Partners. He will serve as the program manager overseeing grant compliance.
2. Co-PI Anthony Ellertson Boise State University GIMM Director. Ellertson founded the GIMM program, an academic program at Boise State that provides students training on video games, apps, and other digital products development. He holds a PHD in Rhetoric & Professional Communication.
3. Co-PI Beth Ramsey, Associate Professor, Boise State University, Albertsons Library. Ramsey holds a Masters in Library Science and has served as a Librarian for over a decade overseeing information and media literacy programming, including the management of student employees.
4. Co-PI Anne Hamby, Assistant Professor, Boise State University, Department of Marketing. Hamby holds a PhD in Marketing, is an expert on narratives and idea adoption with a track record of successful research, and will provide expertise in the ARG development process.
5. Co-PI Dan Prinzing, Executive Director, Wassmuth Center for Human Rights. Prinzing holds a PHD in Educational Administration and as Executive Director for Wassmuth Center for Human Rights. He will oversee the adoption of the ARG in Wassmuth education program.
6. Co-PI Katherine Wright, Assistant Professor, Boise State University, School of Education. Wright holds a PhD in curriculum and instruction, and is an education expert on secondary education practices and outcomes. She will offer her expertise in the ARG development.

#### 4. Sustainability

This project is highly sustainable. The ARG, once complete with field testing at the end of *year one* will not require additional labor to maintain, and can be operated from Boise State Servers for the foreseeable future. Once the ARG content is integrated into the Wassmuth Center for Human Rights educational programming, the continued utilization in the ARG into that programming will not require additional attention. The Media Literacy Reference Desk at Albertsons Library will complete and implement its training protocols and first year review, and can transition to an alternative source of funds or format, including the hiring of Work-Study positions, or the transition to a for credit opportunity for students such as a special topics course or an internship. All of these options fit into existing management structures at the Library and would not require additional sources to fund.

#### 5. Budget Detail and Narrative

##### Personnel

This proposal has four Personnel categories. The first two are PIs and Co-PIs/Collaborators who will receive summer salary in both Years 1 and 2; while Co-PIs (Co-PIs salary is \$7,515, PI is \$5,000) will receive summer salary only in Year One, the development phase of the project. The third category of Personnel are the ARG GIMM Student developers (\$34,965). We have budgeted 2,331 student hours at \$15/hour. Our fourth category is comprised of Media Literacy Reference Desk student employees also earning \$15/hour, and we have budgeted 1,040 hours (\$15,600). We have also received a financial commitment from the School of Public Service for up to an additional 2,000 library student hours. Fringe benefit rates are salary-based, and cover PI/Co-PIs benefit contributions and taxes(\$6,862).

Budget Category	Federal Request
Personnel	\$63,080.00
Fringe Benefits	\$6,862.00
Travel	\$0
Supplies	\$3,480.00
Contractual	\$12,660.00
Other	\$0
Indirect Costs	\$34,882.00
Total Project Costs	\$120,964

Supplies needed for this project are Laptops and Telephones. The laptops will be used by employees staffing the Media Literacy Reference Desk. The cost of a telephone line is \$20/month, which includes the phone, voicemail and support (\$3,480).

The Wassmuth Center for Human Rights, for the purposes of internal budgeting at Boise State, will be a SubAwardee of this Grant although they are in principal a Co-PI.. Their budget includes salary and fringe costs for staff involvement in integrating the ARG into their existing educational program in Years One and Two. They will also work directly with a local company to design and install signage at the Idaho Anne Frank and Human Rights Memorial. Indirect costs are calculated using Boise State University's approved research rate (\$12,820).

Indirect costs are calculated using Boise State University's approved research rate of 40.5% MTDC, applied against a base of \$86,082. Indirect costs requested are \$34,882. The cognizant agency information is: DHHS, Arif Karim, Western Field Office, 90 7th Street Suite 4-600. San Francisco, CA 94103 (agency contact is Helen Fung, 415- 437-7820). Boise State's NICRA is attached.

**Boise State University & Wassmuth Center for Human Rights Alternative Reality Game and Media Literacy Initiative Logic Model**

<u>RESOURCES</u>	<u>ACTIVITIES</u>	<u>OUTPUTS</u>	<u>OUTCOMES</u>	<u>IMPACTS</u>
<ol style="list-style-type: none"> <li>1. Interdisciplinary Team (School of Education, College of Business and Economics, School of Public Service, Albertsons Library) of Boise State Faculty time and expertise</li> <li>2. Boise State GIMM Lab technology (software and hardware)</li> <li>3. Boise State GIMM Lab Student Employees</li> <li>4. Boise State’s Albertsons Library Reference Desk Management protocol and structure.</li> <li>5. Wassmuth Center for Human Rights Educational Programming</li> <li>6. Existing physical location and ongoing presence in the Boise Community of the Idaho Anne Frank Memorial</li> </ol>	<p><b>Year One</b>            Developed ARG            Train 7 BSU GIMM students on digital product development            Train and hire three BSU students as library media literacy assistants.</p> <p><b>Year Two</b>            Deploy and Integrate ARG at Idaho Anne Frank Memorial            Integrate ARG into Wassmuth Center for Human Rights Education Program            Launch            Launch and Manage Media Literacy Reference Desk            Respond to inquiries on media literacy best practices from target population.</p>	<p><b>Programmatic Outputs</b>            1 alternate reality game            1 education model specific to learning in AR environment.            1 outreach/accessibility model specific to 12-25 in ARG environment.            Survey and Assessment Tools            Media Literacy Reference Desk</p> <p><b>Target Population Metrics</b>            10,000 direct student users engage with ARG            100,000 non-directed visitors to Idaho Anne Frank Memorial use game.            7-12 GIMM Lab Students trained            3 Literacy Media Students</p> <p><b>Academic Dissemination</b>            4 academic journal articles            7-8 conference presentations</p>	<p><b>Improve current exposure to and understanding of violence based ideologies and counter measures to those motivations in student populations of aged 14-25.</b></p> <p><b>Community Outcomes</b></p> <ul style="list-style-type: none"> <li>• Elevate educational experience of the 10,000 directed users who go through Wassmuth annually</li> <li>• Elevate educational experience of 100,000 non-directed visitors annually.</li> <li>• Overall, a high percentage of student/teacher/community engagement and satisfaction with program components</li> </ul> <p><b>Student Outcomes</b></p> <ul style="list-style-type: none"> <li>• ↑ number and diversity of undergraduate students engaged with Peer-Peer mentorship through the Library Media Literacy component.</li> <li>• Continued engagement of users with Library Media Literacy Students</li> </ul> <p><b>Institutional Outcomes</b></p> <ul style="list-style-type: none"> <li>• ↑ interdisciplinary and cross-institutional collaboration that leads to a strong network faculty and community resources working on this area of research and implementation.</li> <li>• Dissemination to other universities and centers</li> <li>• Annually revised outcomes</li> </ul>	<p><b>Community Impact</b></p> <ul style="list-style-type: none"> <li>• Prevent the adoption of violence and hate based ideologies.</li> <li>• Sustained Collaborations between/among the University, the local school districts, and the Wassmuth Center to study and disseminate findings, and ultimately combat violence-based ideologies.</li> <li>• Disseminate lessons learned from pilot program.</li> </ul>

## OTVTP Implementation & Measurement Plan

You should modify the Implementation & Measurement Plan (IMP) template to the number of goals your specific project requires. For *each* goal in the IMP, create an Implementation Plan table *and* a Measurement Plan table. Please use the definitions provided in the IMP guidance document when crafting your plan. Draft, in the box below, the overarching goal statement for the project. Following completion of the IMP, each grantee is expected to complete the Risk Assessment & Mitigation Plan in Appendix A.

*In the Implementation Plan table:*

- Type each activity in a separate row; add as many rows as needed.
- Arrange activity rows chronologically by the start date of the activity.
- This IMP should span both years of performance under this grant program.

*In the Measurement Plan table:*

- Type each performance measure/indicator in a separate row.
- Map each performance measure to the relevant activity
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.
- The information in the “Performance Measures” column of the Measurement Plan should align with the information in the “Anticipated Outputs” column of your Implementation Plan

***NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.***

<b>Organization Name</b>	Boise State University
<b>Project Title</b>	Boise State University & Wassmuth Center for Human Rights Alternative Reality Game and Media Literacy Initiative
<b>Grant Number</b>	DHS-21-TTP-132-00-01
<b>Grant Implementation Period</b>	10/1/2022-9/30/2023



---

### Project Goal Statement

---

*[Please state the overarching goal of the project as identified in your program design. This overarching goal can include language from the individual goals located within this IMP]*

This project brings together an interdisciplinary team of scholars from Boise State University and the Wassmuth Center for Human Rights located in Boise, Idaho, to develop a pilot program that builds an Alternate Reality Game (ARG) that engages users in the democratic values underlying The Idaho Anne Frank Memorial in Boise, Idaho. DHS has established that domestic violent extremists, including white supremacists, are “the most persistent and lethal threat to the homeland,” with a value system that undermines basic principles of American Democratic practice. Our project combats this trend, by developing an innovative method for instilling the non-partisan value of non-violent political participation among the 12–25-year-old demographic, supported by a multi-pronged educational program in a range of settings. Our project incorporates a teacher training program connected to the existing education program at the Wassmuth Center for Human Rights, builds the Media Literacy Reference Desk at Boise State’s Albertson’s Library accessible to the public and secondary education students, and additionally exposing Boise State students to counter-terrorism digital product development and media literacy training.

---

### Target Population

---

*[Please include an estimated size and demographic breakdown of expected and/or served program beneficiaries. Please include a brief description of why this particular target population has been selected.]*

Our target population is 10,000 Secondary Education students that participate in the Wassmuth Center for Human Rights Educational programs and the 100,000 annual visitors to the Idaho Anne Frank Memorial in Boise, Idaho, including University Students.

**Program Objectives**

1. Integrate evidence-based learning models into an Augmented Reality Game that reenforces the democratic values rejecting hate and violence-based ideologies at the Idaho Anne Frank Memorial, a Site of Consciousness.
2. Strengthen the educational experience of the 10,000 directed students who go through Wassmuth Center for Human Rights annually, particularly user’s commitment to democratic values.
3. Elevate educational experience of 100,000 undirected visitors annually to Idaho Anne Frank Memorial, particularly user’s commitment to democratic values.
4. Increase the educational tools on counter radicalization available to local secondary education and university instructors.
5. Establish a team of six undergraduate students employed as pee-peer educators and media literacy assistants at the Albertsons Library Media Literacy Reference Desk at Boise State University.
6. Train 7 GIMM students on digital product development specific to counter terrorism programming.
7. Serve 2,000 or more Secondary Education students from the Greater Boise region at the Media Literacy Reference Desk at Albertson Library.
8. Disseminate a pilot program and model to other universities and centers.
9. Produce 3-4 academic journal articles in a range of fields including Education, Marketing, Political Science, and Library Sciences reviewing the theory of change employed in this project, as well as a final report evaluating the program.

**IMPLEMENTATION PLAN**

<b>Objectives</b>	<b>Activity</b>	<b>Inputs/Resources</b>	<b>Time Frame</b>	<b>Anticipated Outputs</b>
<i>Objective 1. Integrate evidence-based learning models into an Augmented Reality Game that reenforces the democratic values rejecting hate and violence-based ideologies at the Idaho Anne Frank Memorial, a Site of Consciousness.</i>	<i>Develop ARG with input from Boise State Faculty, student focus groups, Wassmuth Center Education Staff.</i>	<i>Expertise and time of BSU faculty, Wassmuth Center Education staff, and student reviewers</i>	<i>10/21-09/22</i>	<i>ARG Deployed at the Idaho Anne Frank Memorial.</i>
<i>Objective 2: Strengthen the educational experience of the 10,000 directed students who go through Wassmuth Center for</i>	<i>Deploy and integrate ARG into Wassmuth Center for Human Rights education programming and Idaho Anne Frank Memorial</i>	<i>Expertise and time of BSU Wassmuth Center Education staff, and creation of portals at Idaho Anne Frank Memorial.</i>	<i>09/22-09/23</i>	<i>ARG integrated into Wassmuth Educational Content, portals signage established at Idaho Anne Frank Memorial.</i>

Human Rights annually, particularly user's commitment to democratic values.				
<i>Objective 3: Elevate educational experience of 100,000 undirected visitors annually to Idaho Anne Frank Memorial, particularly user's commitment to democratic values.</i>	<i>Deploy and integrate ARG into Wassmuth Center for Human Rights education programming and Idaho Anne Frank Memorial</i>	<i>Expertise and time of BSU Wassmuth Center Education staff, and creation of portals at Idaho Anne Frank Memorial.</i>	<i>07/22-12/22</i>	<i>ARG integrated into Wassmuth Educational Content, portals signage established at Idaho Anne Frank Memorial.</i>
<i>Objective 4: Increase the educational tools on counter radicalization available to local secondary education and university instructors.</i>	<i>Deploy ARG at Idaho Anne Frank Memorial.</i>	<i>Expertise and time of BSU faculty and Wassmuth Educational Staff.</i>	<i>07/22-09/22</i>	<i>ARG integrated into Wassmuth and memorial educational opportunities and outcomes.</i>
<i>Objective 5: Train 7 GIMM students on digital product development specific to counter terrorism programming.</i>	<i>Train 7 GIMM students on digital product development specific to counter terrorism programming.</i>	<i>Expertise and Time of BSU Faculty.</i>	<i>10/21-09/22</i>	<i>Seven GIMM students trained on digital product development specific to counter terrorism programming.</i>
<i>Objective 6: Establish a team of three undergraduate students employed as peer-peer educators and media literacy assistants at the Albertsons Library Media Literacy Reference Desk at Boise State University.</i>	<i>Train and hire three undergraduate students employed as peer-peer educators and media literacy assistants at the Albertsons Library Media Literacy Reference Desk at Boise State University.</i>	<i>Expertise and Time of BSU Faculty.</i>	<i>10/21-09/22</i>	<i>Internal performance review of Albertson Library Media Literacy Reference Desk staff. Faculty focus group will review content for best practices drawn from library sciences and other fields as needed.</i>

<p><i>Objective 7: Serve 2,000 or more Secondary Education students from the Greater Boise region at the Media Literacy Reference Desk at Albertson Library.</i></p>	<p><i>Respond to a targeted number of 2,000 or more Secondary Education students from the Greater Boise region at the Media Literacy Reference Desk at Albertson Library.</i></p>	<p><i>Time and expertise of trained Media Literacy Reference Desk student employees</i></p>	<p><i>10/22-09/23</i></p>	<p><i>Client survey deployed via email request and completed online.</i></p>
<p><i>Objective 8: Produce 3-4 academic journal articles in a range of fields including Education, Marketing, Political Science, and Library Sciences reviewing the theory of change employed in this project. In addition to one final report evaluating the program.</i></p>	<p><i>Drafting and publication of academic journal articles and final report.</i></p>	<p><i>Expertise and Time of BSU Faculty.</i></p>	<p><i>07/23-09/23</i></p>	<p><i>3-4 academic journal articles published in various fields including Education, Marketing, Political Science, and Library Sciences reviewing the theory of change employed in this project</i></p>
<p><i>Objective 9: Disseminate a pilot program and model to other universities and centers.</i></p>	<p><i>Faculty presentations at various academic conferences.</i></p>	<p><i>Expertise and time of BSU faculty.</i></p>	<p><i>07/23-09/23</i></p>	<p><i>Overall success of grant shared with interested parties in counter-terrorism community.</i></p>

**Goal MEASUREMENT PLAN**

<b>Activity #</b>	<b>Performance Measures</b>	<b>Data Collection Method and Timeframe</b>
1.1.1	<i>ARG Developed with evidence-based models</i>	<i>Three focus groups in 07/22 consisting of 6-12 individuals from various demographics (Secondary education students, university students, secondary education teachers from local area schools)</i>
1.1.2	<i>Seven Boise State GIMM Students trained in counter-terrorism digital product development.</i>	<i>10/22-12/22 survey deployed to GIMM students on future plans in digital product development around counter-terrorism themes.</i>
1.2.1	<i>Educational assessment of non-directed users of ARG deployed at Idaho Anne Frank Memorial.</i>	<i>ARG user surveys embedded in ARG with target of 1,000 completed surveys between 10/22-09/23. (Online)</i>
1.2.2	<i>Educational assessment of directed users of ARG deployed in Wassmuth Center for Human Rights educational programs.</i>	<i>Assessment tool deployed by Wassmuth Center for Human Rights educational staff, with target of 1,000 completed surveys between 10/22-09/23. (In-person)</i>
1.3.1	<i>User Assessment of Media Literacy Reference Desk at Albertsons Library at Boise State University.</i>	<i>User survey deployed to individuals utilizing the services of the Media Literacy Reference Desk at Albertsons at Boise State University 10/22-09/23.. (Online)</i>
1.4.1	<i>Academic dissemination evaluation.</i>	<i>Did the involved faculty present on pilot program in 7-8 academic conferences, and produce 3-4 academic articles reviewing the implementation of the program 10/22-Ongoing).</i>

**Goal 1:** Preventing the adoption of violence and hate based ideologies through the implementation of an innovative technology coupled with traditional educational strategies integrated over a wide range of educational settings with in the greater Boise area.

**Goal 1 IMPLEMENTATION PLAN**

<b>Objectives</b>	<b>Activity</b>	<b>Inputs/Resources</b>	<b>Time Frame</b>	<b>Anticipated Outputs</b>
<i>Objective 1</i>	Activity 1: Development of ARG Experience	Boise State Faculty expertise and time, GIMM Lab employee expertise, software and hardware.	10/21-09/22	1 ARG Game
<i>Objective 2</i>	Activity 2: Integration of ARG into Wassmuth Education Programming utilized by Secondary Education and Higher Learning institutions.	Wassmuth Educational staff expertise and time.	10/22-09/23	Adjustments in Wassmuth educational program curriculum including presentations, video content, assignments and student assessment tools.
<i>Objective 3</i>	Activity 3: Construction of ARG related signage at Idaho Anne Frank Memorial (IAFM)	Design and text editing provided by Boise State Faculty and Wassmuth Center staff	03/22-09/22	Installation of Plaque at Idaho Anne Frank Memorial with information prompting users to access ARG.
<i>Objective 4</i>	Activity 4: Outreach to Secondary Education Teachers in Great Boise Area	Boise State Faculty and Wassmuth Staff expertise and time.	10/22-9/23	60 contacts with local area secondary education teachers discussing ARG role in learning outcomes.
<i>Objective 5</i>	<i>Activity 5: Hiring of 7 GIMM Majors/Students.</i>	Boise State Faculty Time and Expertise	10/21-9/22	7 GIMM Student/Majors trained on application of education based models into digital product development specific to counter-terrorism.

**Goal 1 MEASUREMENT PLAN**

Activity #	Performance Measures	Data Collection Method and Timeframe
Activity 1: Development of ARG Experience	Does the ARG inspire a recommitment or commitment to democratic values, including a rejection of hate and violence-based ideologies?	Three focus groups to be held in between 07/22-09/22 with the following populations: (1)secondary education students, (2) University students, (3) secondary education teachers. Participants will engage the ARG at the memorial, and then be asked to participate in discussion about experience with a focus on content, usability of ARG, and user experience as it pertains to values based reflection and engagement.
Activity 2: Integration of ARG into Wassmuth Education Programming utilized by Secondary Education and Higher Learning institutions.	Does the Wassmuth Center for Human Rights integrate the ARG into their existing educational programming.	Final project report produced by PI in 07/23-09/23 will review curriculum, interview with Wassmuth staff, and secondary education teachers to evaluate the inclusion of the ARG into student learning experiences.
Activity 3: Construction of ARG related signage at Idaho Anne Frank Memorial (IAFM)	User survey will contain a question about the design and accessibility of ARG signage.	User survey will include questions on the appearance, usability, and overall user experience of the ARG signage located at the Idaho Anne Frank Memorial.

<p>Activity 4: Outreach to Secondary Education Teachers in Great Boise Area</p>	<p>Review of outreach effort will evaluate how many secondary education teachers were contacted by Wassmuth and Boise State Faculty.</p>	<p>Final project report produced by PI in 07/23-09/23 will review outreach effort.</p>
<p><i>Activity 5: Hiring of 7 GIMM Majors/Stu- dents.</i></p>	<p>GIMM Student interest in continuing to produce counter-terrorism digital products.</p>	<p>GIMM Student Survey deployed in 10/22-12/22 following ARG experience will study GIMM student long term interest in similar projects.</p>



**Goal 2:** Train and individuals in the 12-25 age demographic from the Greater Boise, Idaho Region in applied media literacy skills.

**Goal 2 IMPLEMENTATION PLAN**

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 1: Establish a team of three undergraduate students employed as peer-peer educators and media literacy assistants at the Albertsons Library Media Literacy Reference Desk at Boise State University.	<i>Activity 2.1. Train and hire three undergraduate students employed as peer-peer educators and media literacy assistants at the Albertsons Library Media Literacy Reference Desk at Boise State University.</i>	Boise State faculty time and expertise.	10/2021-09/2022	Employee handbook covering best practices on media literacy, a functioning and user friendly website hosted by Albertsons Library.
Objective 2: Serve 2,000 or more Secondary Education students from the Greater Boise region at the Media Literacy Reference Desk at Albertson Library.	<i>Activity 2.2. Respond to a targeted number of 2,000 or more Secondary Education students from the Greater Boise region at the Media Literacy Reference Desk at Albertson Library.</i>	Grant funds the creation of the Media Literacy reference Desk including supplies, phone, and pay for employee staff.	10/2022-09/2023	Website, media literacy handbook, best practices dissemination by student employees directly with general public.

**Goal 2 MEASUREMENT PLAN**

Activity #	Performance Measures	Data Collection Method and Timeframe
2.1	Media Literacy Reference Desk User satisfaction survey.	Volunteer user survey request submitted to each reference desk user over the course of the Media Literacy Reference Desk's operation.

2.2	Media Literacy Reference Desk will track number of users, inquiries received, services delivered, website user numbers and behavior.	Data from the Media Literacy Reference Desk operations will be integrated into the final project report produced by PI in Summer 2023.
-----	--	--

**Goal 3: Disseminate a Lesson Learned from Pilot Program**

Objective 1: Produce 3-4 academic journal articles and 7-8 academic conference presentations in a range of fields including Education, Marketing, Political Science, and Library Sciences reviewing the project.

Objective 2: Disseminate a pilot program and model to other universities and centers in the form of a toolkit.

**Goal 3 IMPLEMENTATION PLAN**

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
<i>Objective 3.1: Produce 3-4 academic journal articles and 7-8 academic conference presentations in a range of fields including Education, Marketing, Political Science, and Library Sciences reviewing the theory of change employed in this project.</i>	<i>Activity 3.1: Produce 3-4 academic journal articles and 7-8 academic conference presentations in a range of fields.</i>	Boise State Faculty Expertise and Time, existing resources for research and conference travel.	10/2022-09/2025	3-4 academic journal articles and 7-8 academic conference presentations in a range of fields
<i>Objective 3.2: Disseminate a pilot program and model to other universities and centers in the form of a toolkit.</i>	<i>Activity 3.2. Drafting of final report including all metrics collected and organized around best practices for institutions interested in similar program.</i>	Boise State faculty expertise and time.	09/2023	1 final report detailing project, implementation narrative, and metrics collected and analyzed.

**Goal 3 MEASUREMENT PLAN**

Activity #	Performance Measures	Data Collection Method and Timeframe
3.1	The production of 3-4 academic journal articles and 7-8 academic conference presentations in a range of fields.	Final report will detail these outcomes in 09/2023.

3.2	A review of whether a final report is produced that adequately evaluates the program and prepares a toolkit for dissemination to interested institutions.	PI will review outcome of final report and include in any DHS assessment attached to the TVTP Grant Program.
-----	---	--

**[REPEAT FOR AS MANY GOALS AS NEEDED FOR PROJECT]**

## APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization’s control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

<b>Risk Identified</b>	<b>Risk Analysis</b> (brief assessment of the impact the identified risk could/would have on the project)	<b>Risk Management Plan</b> (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
Decline in Wassmuth Center Education Programs	There is no reason to believe this would occur, but if we had a drop in the number of secondary education participants, particularly in the Wassmuth Center for Human Rights educational programs that would be outside of our control and diminish our reach, or a reduction in outside visitors to the site based on some unknown event.	We can adjust our approach with secondary education institutions in the Treasure Valley Region, and other avenues to distribute the ARG or create a different digital experience to disseminate online.
Public Backlash	Several members of the Idaho State Legislature, and a local political advocacy organization, The Idaho Freedom Foundation, might claim that the Media Literacy Reference Desk is an indoctrination effort.	Our plan to make the decision making on content, training, and best practices of informational literacy, is drawn from the highly professional library faculty, and additionally remains transparent and accessible on the website. In practice this would mean posting our employee guidelines public and processes on content.

NAME: Isaac Castellano

POSITION TITLE & INSTITUTION: Assistant Clinical Professor

**A. PROFESSIONAL PREPARATION**

(see PAPPG Chapter II.C.2.f.(i)(a))

INSTITUTION	LOCATION	MAJOR/AREA OF STUDY	DEGREE (if applicable)	YEAR (YYYY)
University Of Kentucky	Lexington, Kentucky	Political Science	PhD	2013

**B. APPOINTMENTS**

(see PAPPG Chapter II.C.2.f.(i)(b))

From - To	Position Title, Organization and Location
2015-present	Assitant Clinical Professor, Boise State University, Boise, Idaho

## **C. PRODUCTS**

(see PAPPG Chapter II.C.2.f.(i)(c))

### **Products Most Closely Related to the Proposed Project**

BSU Faculty lead for Innovation Against Hate Campaign Spring 2018

BSU Faculty lead for Peer to Peer Combating Extremism Campaign 2016, 2017, 2020

BSU Faculty Lead for Invent2Prevent Spring 2021

Castellano, Isaac. " Security in a Changing World: Mexico and the Rise of Vigilante Organizations." Western Political Science Association Annual Meeting, Las Vegas, Nevada. April 2015.

Castellano, Isaac. " Civic Participation and Militia Membership." American Political Science Association Annual Meeting. Philadelphia, Pennsylvania. September 2016.

### **Other Significant Products, Whether or Not Related to the Proposed Project**

Castellano, Isaac. 2014. Civil War Interventions and their Benefits: Unequal Return. Lanham, MD: Lexington Books.

Castellano, Isaac. 2019. Water Scarcity in the American West: Unauthorized Use, and the New Future of Accountability and the American West. Palgrave Press.

Castellano, Isaac. 2017. " Unauthorized Water Use in the American West." Water Utility Journal. Vol 17.(1): 81-95.

## **D. SYNERGISTIC ACTIVITIES**

(see PAPPG Chapter II.C.2.f.(i)(d))

NAME Dr. Anthony Ellertson		POSITION TITLE Director, Games Interactive Media and Mobile (GIMM) major Clinical Professor of GIMM	
eRA COMMONS USER NAME AELLERTSON			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	MM/YY	FIELD OF STUDY
North Dakota State University	B.A.	05/91	English Literature
North Dakota State University	M. A.	05/01	English Literature
Iowa State University	Ph.D.	08/05	Rhetoric & Professional Communication (New Media Emphasis)

### Personal Statement

I am the founding Director of the Games, Interactive Media & Mobile program and Clinical Professor of GIMM. I began my work at Boise State in January of 2014, and my primary responsibilities to the university have been the founding, building, advising, teaching, and administration of the GIMM program. My work has been recognized on a national level and I am a recipient of the 2015 national WOW Award from WCET for a virtual reality nursing training solution involving custom haptics. I have worked on a number of grant projects involving international clients using mixed reality solutions. My scholarly activity focuses on interdisciplinary work and pedagogy using interactive technologies. One of those articles, ("Using game based virtual reality with haptics for skill acquisition") was awarded Research Article of the Year by the International Nursing Association for Clinical Simulation (2019). Throughout my career my scholarly work has been recognized in a number of places, including one of my earlier articles ("Some Notes on Simulacra Machines, Flash in First Year Composition and Tactics in Spaces of Interruption") being placed in an anthology of foundational work in the text Computers in the Composition Classroom: A Critical Sourcebook (2007).

I have been the Principle Investigator or Co-Principle Investigator on 12 peer reviewed grants. In addition, I have been the Principle Investigator/Project Manager on a total of 23 internal grant awards/projects, 14 of which were received here at Boise State. Both my peer-reviewed and internal grant work focus on applied research in the creation of high-tech prototypes in conjunction with industry partners, government agencies, and charitable foundations.

### Selected Peer-Reviewed Publications (Chronological order).

#### Refereed Journal Articles

Breitkreuz, Karen, Suzan Kardong-Edgren, Gregory E. Gilbert, Patrea Anderson, Connie DeBliek, Mariam Maske, Christy Hallok, Susan Lanzara, Kathryn Parrish, Kelly Rossler, Carman Turkelson, Anthony Ellertson. "Nursing Faculty Perceptions of a Virtual Reality Catheter Insertion Game: A Multisite International Study." *Clinical Simulation in Nursing*. Vol 53 (April 2021). p. 49-58.



Kardong-Edgren, S, Breitzkreuz, K, Werb, M, Foreman, S, and Ellertson, A. "Evaluating the Usability of a Second-Generation Virtual Reality Game for Refreshing Sterile Urinary Catheterization Skills." *Nursing Education* (May/June, 2019): 137-141.

Travers, Brittany, Mason, Andrea, Mrotek, Leigh Ann, Ellertson, Anthony, Dean, Douglas C. III., Engel, Courtney, Gomez, Andres, Dadalko, Olga and Kristine McLaughlin. "Biofeedback-Based Videogame Balance Training in Autism." *Journal of Autism and Developmental Disorders* v48 n1 (2018): 163-175

Butt, Ann, Kardong-Edgren, Suzan, and Anthony Ellertson. "Using game based virtual reality with haptics for skill acquisition." *Clinical Simulation in Nursing* (Volume 16, 2018): 25-32.

Ellertson, Anthony. "New Media Rhetorics in the Attention Economy." *Computers and Composition Online*. (Spring 2009) <<http://www.bgsu.edu/cconline/edwelcomesp09.htm>>

Duffelmeyer, Barbara and Anthony Ellertson. "Critical Visual Literacy: Multimodal Communication Across the Curriculum." *Across the Disciplines*. (Winter 2005) <<http://wac.colostate.edu/atd/visual/>>

Ellertson, Anthony. "Information Appliances and Electronic Portfolios: Rearticulating the Institutional Author." Feature article. *Kairos: A Journal of Rhetoric and Technology* 10.1 (Fall 2005) <<http://english.ttu.edu/kairos/10.1/index.html>>

Fisher, David, Thomas Bowers, Anthony Ellertson, Thomas Brumm, and Steven Mickelson. "As the Case May Be: The Potential of Electronic Cases for Interdisciplinary Communication Instruction." *IEEE Transactions on Professional Communication* 46 (2003): 313-19.

### **Refereed Published Conference Proceedings**

Ellertson, Anthony. "Using Smart Mobile Tools to Enhance Autism Therapy for Children." *Proceedings of the 2012 Frontiers in Education, Seattle*. Oct. 2012 <<http://fie-conference.org/fie2012/>>

Miller Trudi, Anthony Ellertson, and Amod Damle. "Gesture Based Software Development with Undergraduate Teams." *Proceedings of ASQ STEM Conference, UW-Stout*. July 17, 2012. <<https://secure.asq.org/perl/msg.pl?prvurl=/edu/2012/06/best-practices/gesture-based-software-development-with-undergraduate-teams.pdf>>

Ellertson, Anthony and Patrick Seeling. "Work in Progress-Using Mobile & Social Game Technology with Location-Based Services for Building Learning Communities." *Proceedings of the 2011 Frontiers in Education, Rapid City*. Oct. 2011 <<http://fie-conference.org/fie2011/>>

Thomas J. Brumm, Steven K. Mickelson, and Anthony Ellertson. "Using ePortfolios to Develop and Assess ABET Aligned Competencies." *Proceedings of the 2003 American Society for Engineering Education Annual Conference & Exposition, Nashville*. June 2003 <<http://www.asee.org/conferences/proceedings/search.cfm>>

## NSF BIOGRAPHICAL SKETCH

NAME: Hamby, Anne

ORCID: 0000-0001-9744-7076

POSITION TITLE & INSTITUTION: Assistant Professor of Marketing, Boise State University

### (a) PROFESSIONAL PREPARATION

INSTITUTION	LOCATION	MAJOR / AREA OF STUDY	DEGREE (if applicable)	YEAR YYYY
Virginia Tech	Blacksburg, Virginia	Marketing	PhD in Marketing	2014

### (b) APPOINTMENTS

2014 - 2019 Assistant Professor of Marketing, Hofstra University, Marketing and International Business, Hempstead, New York

### (c) PRODUCTS

#### Products Most Closely Related to the Proposed Project

1. Hamby A, Ecker U, Brinberg D. How Stories in Memory Perpetuate the Continued Influence of False Information. *Journal of Consumer Psychology*. 2019 August 30; 30(2):240-259. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1002/jcpy.1135> DOI: 10.1002/jcpy.1135
2. Hamby A, Brinberg D, Daniloski K. It's about our values: How founder's stories influence brand authenticity. *Psychology & Marketing*. 2019 July 29; 36(11):1014-1026. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1002/mar.21252> DOI: 10.1002/mar.21252
3. Hamby A, Brinberg D, Daniloski K. Reflecting on the journey: Mechanisms in narrative persuasion. *Journal of Consumer Psychology*. 2017 January; 27(1):11-22. Available from: <http://doi.wiley.com/10.1016/j.jcps.2016.06.005> DOI: 10.1016/j.jcps.2016.06.005
4. Hamby A, Brinberg D, Jaccard J. A Conceptual Framework of Narrative Persuasion. *Journal of Media Psychology*. 2018 July; 30(3):113-124. Available from: <https://econtent.hogrefe.com/doi/10.1027/1864-1105/a000187> DOI: 10.1027/1864-1105/a000187
5. Hamby A, Shawver Z, Moreau P. How character goal pursuit “moves” audiences to share meaningful stories. *Media Psychology*. 2019 April 29; :1-25. Available from: <https://www.tandfonline.com/doi/full/10.1080/15213269.2019.1601569> DOI: 10.1080/15213269.2019.1601569

#### Other Significant Products, Whether or Not Related to the Proposed Project

1. Hamby A, Brinberg D. Happily Ever After: How Ending Valence Influences Narrative Persuasion in Cautionary Stories. *Journal of Advertising*. 2016 December 12; 45(4):498-508. Available from: <https://www.tandfonline.com/doi/full/10.1080/00913367.2016.1262302> DOI: 10.1080/00913367.2016.1262302
2. Russell C, Hamby A, Grube J, Russell D. When Do Public Health Epilogues Correct the Influence of Alcohol Story Lines on Youth? The Interplay of Narrative Transportation and Persuasion Knowledge. *Journal of Public Policy & Marketing*. 2019 February 26; 38(3):316-331. Available from: <http://journals.sagepub.com/doi/10.1177/0743915618818567> DOI: 10.1177/0743915618818567
3. Russell C, Hamby A, Russell D. When a Correction Contradicts: Countermessages May Increase

Adolescents' Ambivalence in Response to Drinking-Related Narratives. *Journal of Advertising*. 2019 January 02; 47(4):395-411. Available from:

<https://www.tandfonline.com/doi/full/10.1080/00913367.2018.1539360> DOI:

10.1080/00913367.2018.1539360

4. Russell C, Hamby A, Chapoton B, Régnier Denois V. Actions Speak Louder than Words: How Characters' Effectiveness as Message Sources Depend on Their Story Experiences. *Health Communication*. 2020 March 09; 36(5):585-592. Available from: <https://www.tandfonline.com/doi/full/10.1080/10410236.2020.1733212> DOI: 10.1080/10410236.2020.1733212
5. Hamby A, van Laer T. Not Whodunit But Whydunit: Story Characters' Motivations Influence Audience Interest in Services. *Journal of Service Research*. 2021 March 24; :109467052110036-. Available from: <http://journals.sagepub.com/doi/10.1177/10946705211003672> DOI: 10.1177/10946705211003672

**(d) SYNERGISTIC ACTIVITIES**

1.
  1. Project Developer and Program Implementor on a Kellogg-Funded project using narrative-based interventions in a Positive Youth Development Program; August 2008 - May 2009
  2. Learning About Media Project (LAMP; a nonprofit promoting media literacy) senior board member: February 2018 - September 2019
  3. Consultant and Speaking Engagements (on panels and in workshops) with Muse Storytelling, an organization that teaches film makers about storytelling principles: March 2018 - present

## BIOSKETCH

**Name:** Elizabeth Ramsey

**Position:** Association Professor, Librarian

**Institution:** Boise State University  
Boise, Idaho 83725

(b)(6)

### PROFESSIONAL PREPARATION

Arizona State University	Journalism	BA, 1988
Emporia State University	Library & Information Science	MLS, 2009

### APPOINTMENTS

2018-present Associate Professor, Boise State University, Boise, ID

2012-2018 Assistant Professor, Boise State University, Boise, ID

2010-2012 Assistant Professor, Montana Tech University, Butte, MT

### PUBLICATIONS

Elizabeth Ramsey. *Champions of Democracy: Libraries' Essential Contributions to a Civil Society*. The Blue Review. Published online 2 Feb 2018.

<https://wayback.archive-it.org/8092/20190724133735/https://thebluereview.org/champions-of-democracy/>

Elizabeth Ramsey. *Grassroots Outreach to Foster a Diverse Community*. Bonnard, S., & Hansen, M., eds. *Innovative Solutions for Building Community in Academic Libraries*, pp 224-245. 2015.

#### Other significant publications

Elizabeth Ramsey & Mary Aagard. *Academic Libraries as Active Contributors to Student Wellness*. *College & Undergraduate Libraries*. pp 328-333. Published online 25 Sept 2018.

<https://doi.org/10.1080/10691316.2018.1517433>

Elizabeth Ramsey & Deana Brown. *Feeling Like a Fraud: Helping Students Renegotiate Their Academic Identities*. *College & Undergraduate Libraries*. pp 86-89. Published online 23 Oct 2017. <https://doi.org/10.1080/10691316.2017.1364080>.

Elizabeth Ramsey. *It's Not Just What You Know, But Who You Know: Social Capital Theory and Academic Library Outreach*. *College & Undergraduate Libraries*. pp 328-334. Published online 14 Sept 2016. <http://dx.doi.org/10.1080/10691316.2016.1206317>

### SYNERGISTIC ACTIVITIES

#### Innovation in teaching:

Development and instruction of the course, *Creating Community in a Post-Truth Era*, which combined learning objectives in ethics and diversity with objectives in information literacy. The overarching aim of the course was to support student understanding of the ethical dimensions of their use of online information spaces while strengthening their abilities to navigate online information landscapes.

The course description: Information systems are places of power and privilege where truth seems to vary depending on who's communicating. "How we navigate information systems depends on our identities, our ethics, and our inherent biases. Let's figure out how we can better manage our use of information systems to counter disinformation/misinformation, construct dialogues with those whose identities and beliefs differ, and be better prepared to advocate for those who are marginalized and/or oppressed."

**Innovation in training:**

Presentation of research with recommendations for curriculum development in a faculty workshop, *Critical Inquiry and the First Year Experience*, at Boise State's Center for Teaching and Learning in 2020. The research behind the workshop was conducted through examination of student work on the library's online microcourse, which is required of all first year students. Implications of our research included confirmation that students require ongoing and meaningful practice in engaging with the online information ecosystem. In the workshop we presented insights into the evidence based practices behind the course content, conclusions from student work in the course, and ideas for integrating further critical inquiry activities into those courses where the library microcourse was required.

**Collaborators and Other Affiliations:**

Mary Aagard, Boise State University  
Deana Brown, Idaho Commission for Libraries  
Memo Cordova, Boise State University  
Heather Grevatt, Boise State University  
Rebeca Peacock, Boise State University

## BIOGRAPHICAL SKETCH

Name: Carissa Wolf

Position: Lecturer, Boise State University, Boise, Idaho

## PROFESSIONAL PREPARATION:

Master of Arts, Communication, Boise State University, Boise, Idaho, 2007

Bachelor of Science, cum laude, Sociology, Boise State University, Boise, Idaho, 2002

Bachelor of Arts, Mass Communication/Journalism, cum laude, Boise State University, Boise, Idaho, 2002

Journalism Studies, Project Censored Investigative Journalism Institute, Sonoma State University, Rohnert Park, CA, 1999

## APPOINTMENTS:

Lecturer, Sociology Department, Boise State University, Boise, Idaho (2019-present)

Co-Founder and Co-Director, Idaho Media Initiative at Boise State University, Boise, Idaho (2013-present)

Adjunct Instructor, Sociology Department, Boise State University, Boise, Idaho (2008-2019)

Adjunct Instructor, Communication Department, Boise State University, Boise, Idaho (2014-2018).

Adjunct Instructor, University Foundations, Boise State University, Boise, Idaho (2014-2019)

Graduate Research Assistant, Boise State University, Boise, Idaho (2005-2006).

Graduate Teaching Assistant, Boise State University, Boise, Idaho (2004-2005).

Contributing Writer, The Washington Post, Washington, D.C. (January 2016-present)

Editor, Edible Idaho, Boise, Idaho (February 2019-April 2020)

Contributing Writer, Edible Idaho, Boise, Idaho (2015-2019)

Contributing Writer, Bitterroot Magazine, Billings, Montana, (December 2018-present)

Contributing Writer, Boise Weekly, Boise, Idaho (2004-2017)

Contributing Writer, Idaho Business Review, Boise, Idaho (2013-2018)

Reporter, Mlex Newswire, Washington. D.C. (2013)

Reporter, The Curry Costal Pilot, Brookings, OR (2006-2007)

Reporter, The Idaho Statesman, Boise, Idaho, (2002-2004)

Reporter and Producer, Boise State Public Radio, NPR News 91, Boise, Idaho (1999-2002)

Intern reporter and producer, Idaho Public Television, Idaho Reports, Boise, Idaho (1993-1994)

## SELECTED PRODUCTS:

College of Business and Economics, Boise State University, Summer Research Grant, \$3,000 to study faith healing and life expectancy

Idaho Historical Society, Book Research and Writing Funding, \$1,200, (2019-2020)

Idaho Media Initiative, Boise State University, Awarded \$20,000 for IMI seed money and to fund public affairs reporting project, (2014-2015)

Idaho Media Initiative, Boise State University, media literacy social media and direct campaigns, social media manager (2013-present)

Idaho Library Association Conference (April 16, 2021). "Perspectives on Media and Information Literacy." Panel Member.

Clark, Ashley. (Sept. 18, 2020). Media literacy: Understanding bias in a digital world dictated by apps and algorithms. The Arbiter. Retrieved from <https://arbiteronline.com/2020/09/18/media-literacy-understanding-bias-in-a-digital-world-dictated-by-apps-and-algorithms/>. Featured source.

Niess, Amanda. (April 30, 2020) Storytelling is rapidly changing but multimedia reporters continue to persevere. The Arbiter. Retrieved from <https://arbiteronline.com/storytelling-is-rapidly-changing-but-multimedia-reporters-continue-to-persevere/>. Featured source.

Idaho Media Initiative (Nov. 5, 2018). "Dark Money" public event at Boise State University. Moderated panel discussion.

Idaho Library Association Tween Advisory Board (June 15, 2016). "Media Literacy in the Digital Age." Workshop leader.

Idaho Media Initiative (Oct. 17, 2015). "Why News Matters" public event at Boise State Downtown. Presented lecture and hosted panel discussion.

Russel, Betsy Z. (Oct. 15, 2015). Idaho Media Initiative to showcase projects, host public talk Sat. on 'Why News Matters'. Idaho Spokesman-Review. Retrieved from [https://www.spokesman.com/blogs/boise/2015/oct/15/idaho-media-initiative-showcase-projects-host-public-talk-sat-why-news-matters/?fbclid=IwAR0V\\_DrAOj\\_9onE5pLW16fDG3RcSLwIBlo\\_-D\\_kzSoicET-7v1Y7EsUd86k](https://www.spokesman.com/blogs/boise/2015/oct/15/idaho-media-initiative-showcase-projects-host-public-talk-sat-why-news-matters/?fbclid=IwAR0V_DrAOj_9onE5pLW16fDG3RcSLwIBlo_-D_kzSoicET-7v1Y7EsUd86k). Work sourced.

Russel, Betsy Z. (Dec. 10, 2014). Idaho Media Initiative offers grants for reporting projects. Idaho Spokesman-Review. Retrieved from <https://www.spokesman.com/blogs/boise/2014/dec/10/idaho-media-initiative-offers-grants-reporting-projects/>. Work sourced.

Idaho Media Initiative (October. 9, 2015). "Wisconsin Rising" public event at Boise State University. Presenter.

Sparrow, Zach. (April 3, 2014) Boise State professor spreads media literacy. The Arbiter. Issue no. 52. Vol. 26. Page 3. Featured profile source.

Fund for Idaho (Feb. 15, 2014) "The Media and Non-profits" panelist on media relations.

## NSF BIOGRAPHICAL SKETCH

NAME: Wright, Katherine

ORCID: 0000-0002-6782-3453

POSITION TITLE & INSTITUTION: Assistant Professor, Boise State University

### (a) PROFESSIONAL PREPARATION

INSTITUTION	LOCATION	MAJOR / AREA OF STUDY	DEGREE (if applicable)	YEAR YYYY
Wheelock College	Boston, MA	Humanities	AB	2006
Northeastern University	Boston, MA	Education	MA	2007
Texas A&M University	College Station, TX	Curriculum & Instruction	PHD	2016

### (b) APPOINTMENTS

2016 - present Assistant Professor, Boise State University, Boise, ID

### (c) PRODUCTS

#### Products Most Closely Related to the Proposed Project

1. Hodges TS, Wright KL, Coleman J, Swain HH., Schweiker C, Mansouri B. Elementary classroom libraries and social studies trade books. *Social Studies Research and Practice*. 2019; 14(1):14-27. DOI: 10.1108/SSRP-11-2018-0041
2. Hodges TS., Wright KL., Roberts KL., Norman RR., Coleman J. Equity in access?: The number of books available in first-, third- and fifth-grade classroom libraries. *Learning Environments Research*. 2019; 22(3):427-441. DOI: 10.1007/s10984-019-09283-0
3. Wright KL.. Supporting language learners' writing in science classes: A review of research and methodology. 41 ed. In: Babino A, Cossa N, Araujo JJ., Johnson RD., editors. *Educating for a Just Society* [Internet] Corpus Christi, TX: Association of Literacy Educators and Researchers; 2019. p.67-85. Available from: [https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/aler\\_year\\_book\\_2019\\_final.pdf](https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/aler_year_book_2019_final.pdf)
4. Ekstrand M, Wright K, Pera M. Enhancing classroom instruction with online news. *Aslib Journal of Information Management*. 2020 June 16; 72(5):725-744. Available from: <https://www.emerald.com/insight/content/doi/10.1108/AJIM-11-2019-0309/full/html> DOI: 10.1108/AJIM-11-2019-0309
5. Wright K, Etchells M, Watson N. Meeting in the Middle: Eight Strategies for Conflict Mediation in Your Classroom. *Kappa Delta Pi Record*. 2018 January 02; 54(1):30-35. Available from: <https://www.tandfonline.com/doi/full/10.1080/00228958.2018.1407174> DOI: 10.1080/00228958.2018.1407174

#### Other Significant Products, Whether or Not Related to the Proposed Project

1. Wright KL., Hodges TS., Enright EE., Abbott J. The relationship between middle and high school students' motivation to write, value of writing, writer self-beliefs, and writing outcomes. *Journal of writing research*. 2021; 12(3):601-623.
2. Wright K, Hodges T, McTigue E. A validation program for the Self-Beliefs, Writing-Beliefs, and Attitude Survey: A measure of adolescents' motivation toward writing. *Assessing Writing*.



2019 January; 39:64-78. Available from:

<https://linkinghub.elsevier.com/retrieve/pii/S1075293518300965> DOI: 10.1016/j.asw.2018.12.004

3. Wright K, Hodges T, Zimmer W, McTigue E. Writing-to-Learn in Secondary Science Classes: For Whom Is It Effective?. *Reading & Writing Quarterly*. 2018 December 26; 35(4):289-304. Available from: <https://www.tandfonline.com/doi/full/10.1080/10573569.2018.1541769> DOI: 10.1080/10573569.2018.1541769
4. Wright K, Hodges T, Dismuke S, Boedeker P. Writing Motivation and Middle School: An Examination of Changes in Students' Motivation for Writing. *Literacy Research and Instruction*. 2020 February 11; 59(2):148-168. Available from: <https://www.tandfonline.com/doi/full/10.1080/19388071.2020.1720048> DOI: 10.1080/19388071.2020.1720048
5. Fails J, Pera M, Anuyah O, Kennington C, Wright K, Bigirimana W. Query Formulation Assistance for Kids. *Proceedings of the 18th ACM International Conference on Interaction Design and Children*. IDC '19: Interaction Design and Children; 12 0 19; Boise ID USA. New York, NY, USA: ACM; c2019. Available from: <https://dl.acm.org/doi/10.1145/3311927.3323131> DOI: 10.1145/3311927.3323131

#### **(d) SYNERGISTIC ACTIVITIES**

1. Literati Award - Highly Commended Paper - Emerald Publishing (2020): Recognized for work highlighting the lack of quality trade books in elementary classrooms (Hodges, T. S., Wright, K. L., Coleman, J., Swain, H. H., Schweiker, C., & Mansouri, B. (2019). Elementary classroom libraries and social studies trade books. *Social Studies Research and Practice*, 14(1), 14-27. doi: 10.1108/SSRP-11-2018-0041)
2. Graduate Programs Coordinator: Responsible for advising and overseeing three Master's level programs in the Department of Literacy, Language, and Culture (MA in Education, Literacy; MEd in Bilingual Education; MEd in Teaching English to Speakers of Other Languages)
3. Jerry Johns Promising Researcher Award (2018) - Association of Literacy Educators and Researchers: Award recognizing early career research that addresses significant questions for reading/literacy and extends understanding of its development, assessment, and/or instruction from early childhood to adult level.
4. Co-Director of Boise State University Literacy Lab: Direct program providing literacy tutoring to K12 students in the Treasure Valley. Mentor graduate students learning to supervise undergraduate tutors as they conduct literacy assessments and develop tutoring interventions.
5. J. Estill Alexander Future Leaders in Literacy Award (2016) - Association of Literacy Educators and Researchers: Outstanding Dissertation Award

## VITAE

Dan Prinzing, Ph.D.

(b)(6)

(b)(6)

### EDUCATION

- B.A. History, Secondary Education, Boise State University, 1983
- M.A. Education, Curriculum and Instruction, Boise State University, 1987
- M.A. Education, History and Government, University of Portland, 2001
- Ph.D. Educational Administration, University of Idaho, 2000  
Dissertation: *Performance Assessment and the Reflective Practitioner:  
A Confirmatory Study in Teacher Preparation*

### RELATED WORK EXPERIENCES

**Executive Director. Wassmuth Center for Human Rights, 2011-present**  
**Education Director. Wassmuth Center for Human Rights, 2007-2011**

Responsibilities include donor relations, board development, annual fundraising, grant writing, grant administration, program design and delivery, research, presentation, and training. Builder and home of the Idaho Anne Frank Human Rights Memorial, the mission of the Wassmuth Center for Human Rights is to promote respect for human dignity and diversity through education and to foster individual responsibility to work for justice and peace.

**Coordinator. Civics, Service, Character and International Education. Idaho State Department of Education, 2004-2006**

Responsibilities included administering the federal grants for Character Education, Learn and Serve Idaho, Center for Civic Education's school-based materials and programs supporting the civic mission in K-12 education; facilitating the Idaho Delegation to the Congressional Conferences on Civic Education; chairing the Idaho Task Force on International Education in the Schools; chairing the Idaho Coalition for the Civic Mission of the Schools; and managing a Civitas partnership in Northern Ireland and the Republic of Ireland.

**Coordinator. K-12 Social Studies, Civics, International Education, and Curricular Materials, Idaho State Department of Education, 2000-2004**

Responsibilities included the alignment of social studies courses, instruction, and assessment to the Idaho Achievement Standards; accountability in civic education; the infusion of global perspectives in all social studies courses, grades 6-12; and the submission, review, and adoption of curricular materials for all content areas

**Certified Teacher. Les Bois Junior High School and West Junior High School, Boise Independent School District, Boise, Idaho, 1985-2000**

Taught grade 9 English, Accelerated English, U.S. History, Accelerated U.S. History, Civics, and Publications: Newspaper and Yearbook; adviser to the National Junior Honor Society and Associated Student Body.

**Adjunct Instructor. University of Idaho – Boise Center, Boise, Idaho, 1998-2001**

Responsibilities included teaching classes in educational leadership and the seminar for teacher preparation candidates.

**Adjunct Instructor. Boise State University, Boise, Idaho, 1993-2000**

Responsibilities included teaching classes in secondary social studies methods and general secondary methods.

**PRESENTATIONS**

Prinzing, D. *Human Rights Education: A Framework for Building Community*. Children's Identity and Citizenship (CiCea) conference "Creating Communities: Local, National and Global," York, United Kingdom, May 2012.

Prinzing, D., Price, P. *In Their Own Words: Qualitative Research – A study on the integration of a human rights framework in education for democracy*. Center for Civic Education (Calabasas, CA) / Center for Civic Education Indonesia World Congress on Civic Education – "Embracing Diversity and Building Unity through Civic Education," Jakarta, Indonesia. July 2010.

Prinzing, D., Price, P. *Human Rights and Project Citizen: A Framework for Building Community*. Center for Civic Education (Calabasas, CA) / Centre for Community and Educational Development (Durban, South Africa) World Congress on Civic Education – "Civic Education: Reconciling Our Past, Building a Democratic Future," Cape Town, South Africa. May 2009.

Prinzing, D. *Civic Education in the 21<sup>st</sup> Century: A Call to Action*. Center for Civic Education (Calabasas, CA) / Bundeszentrale für Politische Bildung (Bonn, Germany) American / German Scholars Conference – "The Future of Civic Education in the 21<sup>st</sup> Century," James Madison's Montpelier, Virginia. September 2008.

Prinzing, D. *E Pluribus Unum: Out of Many, One Shared ... Fate*. Center for Civic Education (Calabasas, CA) / Bundeszentrale für Politische Bildung (Bonn, Germany) American / German Scholars Conference – "Civic Education in the Age of Worldwide Migration," Muenster, Germany. September 2007.

Prinzing, D. *Americanization, Immigration and Civic Education: The Education of the "Ignorant and Free"*. Center for Civic Education (Calabasas, CA) / Bundeszentrale für Politische Bildung (Bonn, Germany) American / German Scholars Conference – "Civic Education and Politics in Democracies: Comparing International Approaches to Educating New Citizens," San Diego, CA. September 2004.

Prinzing, D. *Civic Character: Connecting Students to Their Communities*. Civitas Africa – Education for Democracy, Abuja, Nigeria, August 2004.

Prinzing, D., Keeler, C., Pitsch, T. *Qualitative Research: In Their Own Words*. American Education Research Association, New Orleans, LA, April 2002.

Prinzing, D. *Performance Assessment and NCATE 2000*. University of Mississippi, Oxford, MS, February 2002.

## **PUBLICATIONS**

Price, P. & Prinzing, D. (2012) *Human Rights Education: A Framework for Building Community*. Creating Communities: Local, National and Global. Institute for Policy Studies in Education, London, UK.

Fayez, S. & Prinzing, D. (2010). *Promoting U.S. – Middle Eastern Cultural Understanding Through Youth Exchange*. Innovation through Education: Building the Knowledge Economy in the Middle East. Institute of International Education, NY.

Prinzing, D. (2009). *Human Rights Education*. Democratic Citizenship 5-6: 32-33. (Published by Civic Initiatives in Belgrade, Serbia.)

## **OTHER**

Associate Lead. AdvancED International External Review Team (Saudi Arabia), 2016-2018.

Team Chair and Cadre Trainer. National Council for the Accreditation of Teacher Education (NCATE) Board of Examiners, 1992-2006.

State Coordinator. Center for Civic Education's K-12 Programs – *We the People: The Citizen and the Constitution* 1993-2006 and *We the People: Project Citizen*, 1993-2014.

## **RECOGNITION**

*Spirit of Idaho*, 2001. Presented by Senator Michael Crapo, Idaho, for service and leadership in civic education.

*Dr. Pat Bieter Distinguished Scholar / Lecturer*, 1999. Presented by the Idaho Council for the Social Studies for service and commitment to social studies education in Idaho.

*Who's Who Among America's Teachers*, 1992, 1994, 1996, 1998, 2002. Presented by Education Communications, Inc. upon nomination by former students.

*James Madison Memorial Foundation Fellowship*, 1995, Washington, D.C. \$24,000 fellowship presented by the James Madison Memorial Foundation for graduate study of the U.S. Constitution.

**Board of Directors**

Donald C. Murray  
President  
Sarah Griffin  
Vice President  
Rachel Bergmann  
Secretary  
Jonathan Yoshizaki  
Treasurer

Ellen Albus  
Kevin Bates  
Sandy Berenter  
Chrissy Bowers  
Antoinette Cavanaugh  
Danielle Crapo  
Martin deVille  
Kyle Galloway  
Rod Gramer  
Terrance Green  
Jennifer Jones Hooft  
Robert Johnson Jr  
Lindsay Kopp  
Judith Marsh  
Danielle Maxwell  
Pamela McNamara  
Sara Pealy  
Steve Pollack  
Trina Finley Ponce  
Christopher Rowlison  
Shenna Smith  
Shelli Sonnenberg  
Jena Vasconcellos  
Stephen Wile  
Lisa Wong  
Sarah Woodley

**Advisory Board**

Sarah Griffin  
Chair  
A.J. Balukoff  
Phil Batt, Emeritus  
Cherie Buckner-Webb  
Ellen Bush  
Meredith Carnahan  
Greg Carr  
Susan Curtis  
Patti Diener Lough  
Leslie Drake  
Sydney Fidler  
Rabbi Dan Fink  
Sondra Hackborn  
Bev Harad  
Mark Johnson  
Jo Anne Minnick  
Peter Morrill  
Gayle Speizer  
Kris Sturgill  
Ellen G. Suchar  
Rev. Dr. Nancy Taylor  
Bob Trerise  
Lisa Uhlmann  
Kathy Yamamoto  
Estella Zamora  
Ed Zimmer

**Staff**

Dan Prinzing, Ph.D.  
Executive Director  
Debbie Sager  
Office Manager  
Leslie White  
Education Specialist  
Jane Williamson  
Volunteer Coordinator  
Marie Gudmundsen  
Grant Support



Wassmuth  
**CENTER FOR  
HUMAN RIGHTS**

Home of the Idaho Anne Frank Human Rights Memorial

May 12, 2021

Isaac Castellano, PhD  
Assistant Professor  
Boise State University  
School of Public Service  
1910 University Ave.  
Boise, ID 83725

Dr. Castellano:

The mission of the Wassmuth Center for Human Rights is to “promote respect for human dignity and diversity through education and to foster individual responsibility to work for peace and justice.” We envision an inclusive society where Idahoans take responsibility for promoting and protecting human rights; where everyone is valued and treated with equal dignity and respect; and where everyone’s human rights are a lived reality.

As the builder and home of the Idaho Anne Frank Human Rights Memorial, the Center provides programming and resources onsite, offsite in classrooms and communities throughout Idaho, and online reaching national and international audiences. I am pleased to extend our expertise and resources to support the proposed **DHS Targeted Violence, Promising Practice-Single Project Track**.

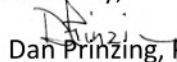
Fundamentally, the project design aligns to our belief in the power of education and community-building to advance the common good by focusing on fostering respect for others by engaging users in the core dispositions of civility, respect, tolerance, and inclusion.

Our work in schools and communities throughout the State of Idaho has focused on the examination of how and when injustice devolves within a community through defined stages of language, avoidance, discrimination, violence, and elimination. We strive to provide both a face and a voice to those who have been demeaned or marginalized as “the other.” Concurrently, we have developed programming on confronting and interrupting the “Spiral of Injustice” by highlighting the acts of upstanders.

We bring over 25 years of experience in curriculum development and instruction, museum education, and program design and delivery to the project with an infrastructure of support that includes practitioners throughout the state.

Etched in the stone of the Idaho Anne Frank Human Rights Memorial, we are reminded of Margaret Mead’s contention, “Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever has.”

Sincerely,

  
Dan Prinzing, Ph.D.

# EMW-2021-GR-APP-00056

## Application Information

**Application Number:** EMW-2021-GR-APP-00056

**Funding Opportunity Name:** Fiscal Year (FY) 2021 Targeted Violence and Terrorism Prevention (TVTP)

**Funding Opportunity Number:** DHS-21-TTP-132-00-01

**Application Status:** Pending Review

## Applicant Information

**Legal Name:** Boise State University

**Organization ID:** 17549

**Type:** Public and State Controlled institutions of higher education

**Division:** Division of Research and Economic Development

**Department:** Office of Sponsored Programs

**EIN:** (b)(6)

**EIN Shared With Organizations:**

**DUNS:** 072995848

**DUNS 4:** 0000

**Congressional District:** Congressional District 02, ID

## Physical Address

**Address Line 1:** 1910 University Drive

**Address Line 2:** [Grantee Organization > Physical Address > Address 2]

**City:** Boise

**State:** Idaho

**Province:**

**Zip:** 83725-1135

**Country:** UNITED STATES

## Mailing Address

**Address Line 1:** 1910 University Drive

**Address Line 2:** [Grantee Organization > Mailing Address > Address 2]

**City:** Boise

**State:** Idaho

**Province:**

**Zip:** 83725-1135

**Country:** UNITED STATES

## SF-424 Information

### Project Information

**Project Title:** Boise State University/Wassmuth Center for Human Rights Alternative Reality Game and Media Literacy Initiative

**Program/Project Congressional Districts:** Congressional District 02, ID

**Proposed Start Date:** Fri Oct 01 00:00:00 GMT 2021

**Proposed End Date:** Sat Sep 30 00:00:00 GMT 2023

**Areas Affected by Project (Cities, Counties, States, etc.):** Ada, Boise, Canyon, Elmore, Gem and Owyhee

## Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$120964
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
<b>Total Funding</b>	<b>\$120964</b>

Is application subject to review by state under the Executive Order 12373 process? Program is not covered by E.O. 12372.

Is applicant delinquent on any federal debt? false

## Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Karen Henry	(b)(6)		Authorized Official Signatory Authority Primary Contact
Diana Smlatic			Secondary Contact

## SF-424A

### Budget Information for Non-Construction Programs

**Grant Program:** Targeted Violence and Terrorism Prevention Grant Program

**CFDA Number:** 97.132

Budget Object Class	Amount
Personnel	\$63080
Fringe Benefits	\$6862
Travel	\$0
Equipment	\$0
Supplies	\$3480
Contractual	\$12660
Construction	\$0
Other	\$0
Indirect Charges	\$34882
<b>Non-Federal Resources</b>	<b>Amount</b>
Applicant	\$0
State	\$0
Other	\$0
<b>Income</b>	<b>Amount</b>
Program Income	\$0

How are you requesting to use this Program Income? [\$budget.programIncomeType]

**Direct Charges Explanation:**

**Indirect Charges explanation:** Modified Total Direct Costs

## Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	\$	\$	\$	\$
Non-Federal	\$	\$	\$	\$

## Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
\$	\$	\$	\$

Remarks:

# SF-424C

## Budget Information for Construction Programs

## Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Karen Henry

Signed Date: Mon May 24 00:00:00 GMT 2021

Signatory Authority Title: AVP for Sponsored Programs

## Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Karen Henry

Signed Date: Wed May 19 17:47:59 GMT 2021

Signatory Authority Title: AVP for Sponsored Programs

## Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: Karen Henry

Signed Date:

Signatory Authority Title: