

## Industry Sector Grant

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Applicant	Jayne Josephsen
Applicant ID	APP-000455
Company Name	Boise State University
Recipient Address	Boise State University 1910 University Dr Boise, Idaho 83725-1135
Email	jaynejosephsen@boisestate.edu
Funding Requested	\$292,346.03
Status	Submitted
Funded	<input type="checkbox"/>

### Review Notes:

#### Grant Review Committee Discussion:

There is an obvious need considering the state of the world. The strong track record of BSU with WDTF grants makes it seem like a good investment.

Is there any news on the development of curriculum and how the course will be taught?

- Boise State will be using existing faculty or subject matter experts to teach the courses. There are different courses that telehealth training will be integrated into.

Who are the three industry partners?

- Keystone Health, St. Mary's Health System, and St. Luke's.
- It is nice to see that Boise State is reaching statewide.

All the partners must pay their employees a minimum of \$12 an hour and provide them health benefits. Boise State also has letters of support from Idaho Department of Health and Welfare and the Idaho Health Continuum of Care Alliance.

Everyone that goes through the training will obtain a credential.

Motion by Mr. Reynolds to recommend approval of the BSU Industry Sector Grant in the full amount of \$292,346.03. Second by Mr. Larsen. Motion carried.

## Company Information

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**Question:** Business entity name

Boise State University

**Question:** "Doing business as" entity name

Boise State University

**Question:** Federal Tax ID Number

82-0290701

**Question:** Street address

1910 University Dr

**Question:** PO Box (If applicable)

1910 University Dr

**Question:** City

Boise

**Question:** State

Id

**Question:** Zip code

83725-1135

**Question:** Business website

[Boise State University](#)

**Question:** First name of person to be contacted about this application

Jayne

**Question:** Last name

Josephsen

**Question:** Job title

Associate Divisional Dean Chief Nurse Administrator and Professor

**Question:** Street address

1910 University Drive

**Question:** City

Boise

**Question:** State

Id

**Question:** Zip Code

83725

**Question:** Email address

jaynejosephsen@boisestate.edu

**Question:** Contact phone

208 426 5473

## Consortium

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The applicant must be an employer or educational entity representing a consortium of at least three employer partners with a similar occupational training need. All members of the consortium will be required to complete a Memorandum of Understanding (MOU). A link to the grant MOU is provided below. Please upload all completed and signed MOU's by the consortium to this section of the application.

### [Employer Partner MOU](#)

**Question:** Please describe how employer partners are involved in the project and how they will engage with trainees who receive training.

The employer partners are participating in the following ways:

1. Allowing/Encouraging their practicing nurses to participate in training CEU's offered through Boise State University School of Nursing on content related to Virtual Health Care delivery. If funded, the grant would extend over the 36 months. Five to six CEU's would be developed and offered. These CEU's may be offered live in our College of Health Science Simulation Center and/or online. All would be free of charge.
2. Contribute subject matter expert time from the agencies current staff that deliver Virtual Health Care. These subject matter experts would be utilized to review simulations developed that focus on Virtual Health Care Delivery and/or contribute to CEU development. We estimate that 20 to 30 hours of SME time over the 36 month grant cycle would fulfill this role and the SME would be working closely with our Nursing faculty.
3. Host nursing students for clinicals, internships, job shadowing and/or consideration of students for hire. Training in the curriculum that offered content on Virtual Health Care delivery in the undergraduate nursing program would be a desired asset in consideration for hiring new graduate nursing students.

**Question:** Do each of the industry partners pay at least \$12 per hour

Yes

No

**Question:** Please upload completed MOU here.

[Idaho Department of Health and Welfare letter of support.pdf](#) (3/11/2021 11:40 AM)

[Keystone Health Gold 1100 Health Plan \(1\).pdf](#) (3/11/2021 11:40 AM)

[Keystone Health MOU - Signed \(1\).pdf](#) (3/11/2021 11:39 AM)

[Saint Mary's letter of support \(1\).pdf](#) (3/11/2021 11:39 AM)

[Saint Marys Health Benefit Plan.docx](#) (3/11/2021 11:38 AM)

[St. Lukes Health Plan MedDenVisSPD.pdf](#) (3/11/2021 11:38 AM)

[St Lukes Support Ltr. - MOU.docx](#) (3/11/2021 11:37 AM)

[IHCCA care continuum letter for BSU virtual .docx](#) (2/16/2021 3:05 PM)

[BSU virtual ltr support 2-3-2021 \(1\).pdf](#) (2/16/2021 3:05 PM)

[BSU Idaho Workforce Development Council \(3\).pdf](#) (2/16/2021 2:05 PM)

[Saint Marys MOU.pdf](#) (2/16/2021 2:01 PM)

## Project Overview

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**Question:** Please provide a brief overview/executive summary of the training need(s), current/projected skills gaps, and what you're trying to accomplish with this project. (You are limited to 2000 characters for this section so please be concise.)

The project will provide training in essential, foundational skills for the provision of virtual patient healthcare, a personal and accessible modality of healthcare demanded by many patients, preferred by many employers, and supported and reimbursed by many payers. Attesting to the burgeoning demand for virtual patient healthcare, the Idaho Department of Insurance estimates that the total telehealth visits (combined mental health and non-mental health) increased 17,075% from 2019 to 2020.

Lack of training opportunities in telehealth in Idaho has been recognized since at least 2014 across 4 State healthcare policy groups.

Seven didactic and clinical courses required of all 160 Boise State University's (BSU) on-campus nursing students yearly (e.g. psychiatric mental health, medical surgical, child and family, and population health) serve as the foundation. The 4 partners joining this project all rely on virtual healthcare and seek additional training for their nursing staff. The partners' services span the continuum of healthcare (acute care, primary care, skilled nursing and hospice)

Faculty curricula teams will work with Subject Matter Experts to integrate telehealth topics. A minimum of 5, free of charge, accredited, Continuing Education (CEU) Modules for practicing nurses will also be developed. The virtual patient healthcare training will be supported by the College of Health Sciences Simulation Center which offers supervised, hands-on learning experiences for BSU's healthcare programs.

Topics will include fundamentals of effective, virtually conducted conversations according to when and where these interactions occur (e.g. hospital, emergency department, primary care)

and according to the health issues being addressed (e.g. mental health challenges, acute emergencies, care of chronic diseases). The modules will thus help prepare 480 new nursing

graduates as well as at least 525 nurses just pivoting to use this technology as a key element of patient care.

**Question:** How will the project change and/or enhance the current landscape of Idaho's talent pipeline/development efforts.

The project addresses an increasingly urgent need for training both student and currently employed nurses in the mechanics, functions and delivery of virtual patient healthcare. The demand for virtual patient healthcare across all types of services has increased exponentially with the advent of COVID 19. Per the final report from the IDHW Telehealth Task Force Report

“.....At the July 2020 Task Force meeting, the Department of Insurance shared data that demonstrated the adjusted ratio comparing 2019/2020 telehealth visits for mental health, non-mental health and total telehealth visits. The adjusted ratio for mental health telehealth visits between 2019/2020 demonstrated a 32,059% increase; the adjusted ratio for non-mental health telehealth visits was reported as a 12,681% increase; overall, the department estimated the adjusted ratio from the prior year to be 17,075%. These numbers coincide with other published figures at the state and national level. According to some national resources, private insurance telehealth claims grew by more than 4,000 percent from March 2019 to March 2020 (FAIR Health, n.d.), and Medicare Fee-for-Service Service (FFS) claims for telemedicine rose from 13,000 per week to 1.7 million per week (Verma, 2020).” (Telehealth Task Force Report, Recommendations and Action Plan October 2020, Page 10)

Yet, there are few relevant training opportunities for any healthcare professional in the State of Idaho. Lack of training opportunities in telehealth has been recognized across state level healthcare policy groups for years, including the Idaho Telehealth Council (2014-2018) the Idaho Healthcare Coalition (2015-2019), the ongoing Health Quality Planning Commission (HQPC), and the telehealth taskforce established by the successor to the Idaho Healthcare Coalition (Healthcare Transformation Council of Idaho).

Gaps in educational and skill building experiences are particularly critical for nurses, the largest of the professional healthcare groups and the ones often most responsible for direct patient care. The project will provide essential skills in the provision of a modality of healthcare demanded by many patients, preferred by many employers, and reimbursed by many payers.

**Question:** What specific skills training will be provided? Include any planned enhancements that will be made to current training.

The project will provide the following specific skills in 3 domains either to students in their training or to practicing nurses via CEU offerings.

Mechanics of virtual patient healthcare

- a. Instruction in the proper use of virtual healthcare equipment.
- b. Review of frequently encountered equipment/technical problems and guidelines for correcting these problems for both provider and patient. Review of contact information for technical assistance to the appropriate vendor and/or Information Technology Department.
- c. Assessment of a patient's capacity to use telehealth equipment in their home.
- d. Training and support to patients and families using telehealth technologies in their home.

Simulation in Functions of virtual patient healthcare

- e. Review and practice of the effectiveness of different styles of patient-provider communication in a virtual patient healthcare venue using standardized patients.

- f. Review and practice of the effectiveness of different methods of psychiatric mental health assessments in a virtual patient healthcare venue using standardized patients.
- g. Review and practice of the effectiveness of health assessments in a virtual patient healthcare venue using standardized patients.
- h. Review and practice of patient record keeping and charting in a virtual patient healthcare venue
- i. Review and practice of models of patient follow-up post hospital discharge in a virtual patient healthcare venue using standardized patients.

#### Application in the delivery of virtual patient healthcare

- j. Use therapeutic communication to educate and support health promotion activities via telehealth. Particular attention will be given to different methods of psychiatric mental health assessments in a virtual patient healthcare venue with patients.
- k. Application of principles of virtual patient healthcare health assessments with patients: Examples will be given on how to analyze and interpret incoming biometric data taken from self-measurement devices used in the home by the patient.
- l. Application of principles of virtual patient healthcare post hospital discharge follow-ups with patients. Examples will be given on performing a home environment assessment remotely using telehealth technologies, performing a focused physical assessment of a patient in a remote location using telehealth technologies, and evaluating and adjusting a patient's plan of care.

Development of the virtual patient healthcare training modules will begin with psychiatric mental health. Idaho shares many of the challenges of mental health issues seen nationwide, but has limited capacity to help people with these problems, particularly in rural areas. The School of Nursing offers a didactic and clinical course in psychiatric behavioral health which will serve as the curricular platform for expansion into virtual patient healthcare threaded through the nursing curriculum.

1. Description of relevant Clinical courses (NURS 233, 333, 335, 343, 345, 417 & 427)  
NURS 233 FOUNDATIONS OF NURSING CARE LAB (0-3-1)(F,S). Clinical application of assessment, therapeutic communication, patient care skills, and other components of concurrent courses and prior courses in acute and chronic health care setting.  
NURS 333 NURSING IN HEALTH AND ILLNESS I LAB (0-9-3)(F,S). Clinical application of medical/surgical nursing concepts, therapeutic nursing interventions and critical thinking in acute and chronic alterations in health in acute care health settings. Integrates concepts, pathophysiology, pharmacotherapeutics, and nursing interventions.  
NURS 335 BEHAVIORAL HEALTH NURSING LAB (0-3-1)(F,S). Clinical lab focused on applying and implementing concepts related to chronic and complex behavioral health issues within the community and acute care settings.  
NURS 343 NURSING IN HEALTH AND ILLNESS II LAB (0-9-3)(F,S). Clinical experiences in acute and chronic health settings. Include focus on application of knowledge and skills from concurrent and prior courses. Include emphasis on care planning, prioritization, delegation  
NURS 345 CHILD AND FAMILY NURSING LAB (0-6-2)(F,S). Clinical application of knowledge and skills from NURS 344 and prior courses. Includes community, virtual clinical experiences, and simulation.  
NURS 417 COMMUNITY AND POPULATION HEALTH NURSING (0-9-3)(F,S). Application of community and population health nursing concepts and principles in professional practice.  
NURS 427 CLINICAL PRECEPTORSHIP (0-15-5)(F,S). Precepted clinical experience in selected health care settings. Focus on management of care, priority setting, delegation, managing and leading teams, resource management and utilization.

Didactic courses may also be used to integrate virtual health care delivery training and



education. Both the simulation and application of the virtual patient healthcare training will be supported by the College of Health Sciences Simulation Center which offers supervised, hands-on learning experiences for BSU's healthcare professional programs. (see <https://www.boisestate.edu/healthsciences-simulation/> for a description of the facility and services provided)

Of special note for the proposed training project is the Center's video and audio recording capacity. This equipment could be used to record and then review faculty-student exchanges with simulated virtual health sessions. The opportunity to capture and analyze the conversations taking place would document the scope and direction of learning occurring, level of patient-Nurse engagement, and point to areas for curricular improvement. This type of analysis is particularly important for achieving the level of culturally appropriate patient care necessary for effective virtual patient healthcare services. The training opportunities for BSU nursing students and for practicing nurses will be scheduled separately and implemented with the appropriate University and grant resources.

**Question:** How will the project accelerate the pathway to a career for individuals being trained.

Healthcare employers are actively looking for nurses experienced with virtual patient healthcare. COVID 19 has accelerated the search for qualified virtual healthcare providers. Student nurses receiving the proposed training will have a distinct advantage while being considered as a new hire.

Currently employed nurses will benefit from this training in that they will be better positioned to meet the demands of a changing workplace. The majority of these nurses would have been trained in traditional programs with a focus on in-person, direct care at the bedside or in the clinic/office. Incorporation of virtual healthcare technology into patient care is new and sometimes threatening, as unlike younger generations of nurses, the technology and content of social media appeared later in their lives. Working with colleagues and Nursing faculty on new virtual patient healthcare training modules created by BSU's School of Nursing would afford a professional and safe space. The School would develop weekend, on-campus training sessions in the Simulation Center for groups of community nurses or Idaho relevant continuing education options offered online (synchronously and/or asynchronously). The CEUs offered through the training program would count towards the requirement of licensed nurses completing 15 CEUs every two years. Currently there 18,988 licensed nurses residing in the State. Preliminary inquiries have identified approximately 175 practicing nurses per year who are interested in the proposed training.

**Question:** If training exists in the marketplace, describe why this project better meets employer and/or workforce needs.

As noted above, there are currently no virtual patient healthcare training programs in the State. A range of webinars are available on line, but this type of one-way, didactic instruction does not meet the need for interactive dialogues about how to provide quality virtually based patient healthcare in a largely rural State. An online search identifies on the following programs offering training: University of Pennsylvania - one course free of charge; Cornell University – one course free of charge; University of Arizona- telehealth training program for students in the Doctorate of Nursing Practice program. As of 2021, the State of Washington has mandated a 30-45 minute training in telemedicine for all Medical Healthcare Professionals (<https://www.wsha.org/policy-advocacy/issues/telemedicine/washington-state-telemedicine-collabora>



Experience has shown that effective deployment of virtual patient healthcare requires time for both the healthcare provider and patient to learn how to navigate and use a virtual environment. The virtual care center set-up and maintained by Saint Luke's offers an exemplar of the use of virtual health technology in support of patient care, and in turn, the need to training nurses to use this equipment (see: <https://www.stlukesonline.org/health-services/specialties/programs/telehealth-services-and-virtual-care>)

**Question:** Who will receive training from this project (examples – general public or current employees) and how will they be recruited?

The training will be required of all 160 Boise State University (BSU) nursing students enrolled each academic year. The virtual patient healthcare modules will be incorporated into existing 3rd and 4th year nursing courses.

Practicing nurses will be recruited by employer partners and by advertising to other employers through the School of Nursing contacts. Currently the Idaho Board of Nursing reports 18,998 licensed nurses residing in the State. BSU's School of Nursing maintains a prominent presence in the major healthcare systems in the State. Additionally, the Idaho Health Continuum of Care Alliance and the Idaho Department of Welfare's Bureau of Rural and Primary Health will assist in advertising the Continuing Education opportunities.

**Question:** Please describe any credentials that participants will obtain.

The BSU nursing students will receive their diplomas as issued by the University. A record of their virtual patient healthcare training experience will be found in the Course Syllabi and the official program of study with descriptions of all required courses that must be completed for the degree.

Practicing Nurses participating from the consortium partners will receive Continuing Education Units as approved by the American Nurses Credentialing Center (ANCC) from modules prepared from the virtual patient healthcare training curriculum. The CEUs offered through the training program would count towards the requirement of licensed nurses completing 15 CEUs every two years.

**Question:** Who will provide the training? (Identify the entity that will provide training, the qualifications of the trainer(s), and location of training site.)

The training will be provided by BSU School of Nursing faculty, building upon and expanding existing courses. Each of the clinical areas (psychiatric mental health, medical surgical, child and family, and population health) has teams of faculty responsible for reviewing and implementing the courses. All faculty are licensed nurses in the State of Idaho. Incorporation of virtual health training into a curriculum requires a substantial commitment of faculty time and expertise, and, acquisition of the equipment needed for demonstrations of telehealth sessions. The didactic content of every relevant course must be edited to be appropriate for virtual health sessions. The delivery of the content must also be adapted to the virtual health environment in order to be useful to both the nurse and his/her patient. This fundamental curriculum work must be completed whether the audiences are students in training or practicing nurses.

The BSU nursing program is uniquely positioned to address these training needs. The nursing faculty have a decade of experience in using clinical simulations in the education of nursing

students through the College of Health Sciences' state of the art Simulation center. The sum of these experiences serves as a bridge for faculty to build new modules for instruction in virtual health, both by content and by technology application.

Additionally, the simulation center has a faculty director and faculty development coordinator, who are responsible for reviewing and developing simulations that are relevant and meet program outcomes. This simulation center administrative team will work with each faculty team to review options for virtual patient healthcare training within the context of their courses and in consultation with Subject Matter Experts. A minimum of 5 Continuing Education Modules to be accredited by the American Nurses Credentialing Center (ANCC) will be developed to offer to practicing nurses.

In way of further background, BSU's School of nursing Associate nursing program started in 1955, followed by the BS completion program (2 +2 ) in 1975, and the BS generic program in 1987.

**Question:** Where will the training be provided?

A portion of the training will be provided in BSU's Simulation Center or other space in the Norco building. The remainder of the training would be distributed remotely as appropriate.

Scheduling the training sessions for both undergraduate nursing students and practicing nurses will be contingent on the University's planning for in-person instruction as directed by the status of COVID-19 precautions.

**Question:** Please provide a detailed description of why funding is needed for this project?

BSU's School of Nursing and consortium partners seek funding first, because we view the proposed training as fundamental for strengthening the quality and accessibility of healthcare in Idaho. A second reason for our request is the budget realities facing the University and the health systems. There simply are not surplus funds available to expand the training experiences in the way we propose.

It is important to note that the proposed project builds upon the substantial investment BSU has made over the past decade in building and maintaining the Simulation Center. No other comparable facility exists in the State.

Additional leverage or value added for the project is seen in the involvement of Nursing faculty. 6 full time faculty are currently assigned to the courses which are candidates for expansion into virtual patient healthcare. These faculty are in turn supported by 48 adjunct and clinical faculty and administrative staff, and, the simulation center operations team and executive simulation team.

**Question:** Will tuition be charged? If yes, please explain.

The only tuition to be charged are the normal tuition and student fee payments required of BSU undergraduate nursing students. The student fee will serve as the ongoing funding bridge for sustainability of the virtual healthcare curriculum once it is developed.

## Training Schedule

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Provide a quarterly training break-out for year one and year two. For year three show the number of planned NEW participants entering training and number of individuals exiting training for each course of training, for each quarter. Any example is provided on the provided training schedule.

## [Training Schedule](#)

**Question:** Please provide an anticipated project start date?

6/7/2021

**Question:** How many training sessions will be held during the 36 months of the grant?

Training will occur each semester over 6 semesters. The number of BSU nursing students will increase each semester with the introduction of the courses per the training schedule.

The Continuing Education Modules will be offered throughout the year to practicing nurses. Training sessions will be available on weekend days at the Simulation Center.

**Question:** Please upload Training Schedule form here. A link to the form is provided at the top of this section.

[2020 Idaho Nursing Workforce training 3 3 21.xlsx](#) (3/11/2021 10:51 AM)

[Simulation Training sessions.docx](#) (2/16/2021 2:33 PM)

## **Sustainability**

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The industry consortium will need to show if and how the project will be sustained past the grant period.

**Question:** Please describe if and how the project will be sustained past the grant period?

It is important to note that the BSU nursing faculty have thought carefully about the challenges of sustainability, especially in the current funding environment for public higher education. The proposed training modules developed by BSU faculty will reflect the clinical nursing knowledge and experiences unique to Idaho and drawing on over 50 cumulative years of their instruction of nursing students. This project will be inherently sustained by BSU's School of Nursing's undergraduate program of study and the nursing faculty. Embedding the virtual patient healthcare training experiences and integration into the curricular content, and the purchase of virtual health equipment and development of a virtual health simulation area ensures that all 160 students graduating from the program each year will participate in the full workforce preparation. Other commercially offered programs such as the Sentinel U (<https://www.sentinelu.com/>) will provide examples of virtual nursing simulations. However, this program has a complex annual pricing structure far beyond the resources of the School on any continuing basis.

Specifically, the project will continue past the 3 year grant period by drawing on the student fees allocated to the ongoing support of the curriculum developed through this project. Student fees as approved by the Idaho Board of Education, are the resource backbone for clinical training

within the School of Nursing's program of study. These appropriated student fees are separate from tuition, and are calculated to reflect the array of resources required for the supervision and specific skills training needed for a licensed professional nurse.

The project will also be sustained by the long standing and ongoing partnership with the systems joining the project as consortium members. Further testimony to the sustainability of the project is found in the two letters of support in the Consortium section.

## Project Outcomes

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Grant objectives must have measurable results on an individual participant level. Employees or job candidates should learn new skills that were not previously available and gain enhanced skills that allow them to achieve to a higher earning level.

**Question:** Number of participants/incumbent workers who will receive classroom training?

480.00

**Question:** Number of participants/incumbent workers who will complete classroom training?

480.00

**Question:** Number of participants/incumbent workers who will receive structured on-the-job training?

525.00

**Question:** Number of participants/incumbent workers who will complete structured on-the-job training?

525.00

**Question:** Number of individuals attaining some type of recognized credential, including degrees, occupational licenses, industry certifications and/or Idaho SkillStack Badges.

480.00

**Question:** Average wage for incumbent workers prior to training?

\$30.00

**Question:** Average wage for incumbent workers after training?

\$30.00

**Question:** Number of open enrollment individuals entering training-related employment within 30 days of training completion?

## Budget

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The application must provide a detailed budget identifying the direct personnel costs, fringe benefits, equipment cost, facility costs and other identified costs to deliver this training. For each line item on the budget, provide the budget amount, a detailed narrative describing how the line item amount was determined, the necessity of the item to develop/deliver training, and whether the cost is supported by grant funds or partner match (cash or in-kind).

### [Budget Sheet](#)

**Question:** How else have you sought to fund this project?

We monitor funding opportunities from Federal agencies such as the Health Services Research Administration. The agency has a long standing commitment to nursing education.

**Question:** Why do you think WDTF is a good source of funding for this project?

The proposed project is based in Idaho, to be developed by BSU nursing faculty, and offered to nurses in training and practicing nurses in Idaho. The training experience is a timely response to the mounting demand for virtual healthcare throughout the state. In order to deliver focused, quality patient care, this demand requires integration of the breadth of virtual healthcare into structured training experiences for new and existing employees. Per the Idaho Department of Labor 2020 statistics, Registered Nurses with a Bachelor's degree hold the number one hot job ranking. (<https://lmi.idaho.gov/occupations-in-demand>). Thus, support from WDTF would address a number of goals of the program for a workforce in high demand and facing a call to be innovative and adaptive across the continuum of patient care. With regards to the School of Nursing's specific need for the requested funds, there is no budget to support the expansion and upgrade of the curriculum as proposed here. Student fees, an appropriated annual fund, would provide the sustainability bridge for the new curriculum. The WDTF funds would be necessary and essential for development.

**Question:** Please download the attached budget. Once completed, upload budget here. A link to the budget is provided above.

[BSU Virtual Patient Health Care\\_ISG Budget Narrative Final.xlsx](#) (3/30/2021 12:13 PM)

## Tracking and Reporting

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WDTF grant funds must be expended within a 36-month period. Award of funds will require the lead applicant/grant recipient to provide "skill training plans" for each job classification, identification of vendor training, training descriptions, skill attainments and costs. If the consortium provides internal training, the training must be a structured on-the-job training with a specific outline of the training curriculum, skills gained, expected outcomes and details on the effectiveness of the training.

**Question:** Entity responsible for tracking and reporting.

Boise State University

**Question:** Contact Person First Name

Jayne

**Question:** Contact Person Last Name

Josephsen

**Question:** Job Title

Associate Divisional Dean Chief Nurse Administrator and Professor

**Question:** Contact Phone

208-426-5473

**Question:** Email Address

jaynejosephsen@boisestate.edu

**Question:** Street Address

1910 University Dr

**Question:** City

Boise

**Question:** State

ID

**Question:** Zip Code

83725-1840

## Organizational and Fiscal Capacity

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The grant recipient – either the lead applicant or the training provider identified above – must have the organizational and fiscal capacity to track funds and safeguard spending.

**Question:** Please provide a short summary outlining your organizational capacity to complete this project?



Boise State is a public institution that reports to the State of Idaho's State Board of Education. Boise State University's financial statements are audited annually. In our most recent audit we received an unqualified opinion on our financial statements from our independent auditors, with one audit finding in federal programs regarding significant deficiencies in internal control over student enrollment reporting (no questioned costs, please see pages 103-115). The University has a Statement of Shared Values and Standards of Conduct. The University has an Office of Compliance and Ethics that is responsible for coordinating compliance oversight, monitoring, and reporting at the institutional level. This Office also maintains the University compliance reporting hotline. The University has an Internal Audit and Advisory Services department (IAAS), which is an independent, objective assurance and consulting function established to add value and improve the University's operations, processes and controls. IAAS provides independent, objective reviews of University operations to ensure appropriate controls and governance processes are in place and provides reasonable assurance that the University has effective and efficient operations, maintains reliable internal controls, and is compliant with applicable laws and regulations and reinforces, on an ongoing basis, the values of operating in a climate of ethical practices set by the highest levels of leadership.

**Question:** Please describe the grant recipient's accounting structure, job titles, and qualifications of staff responsible for fiscal actions.

In the Office of Sponsored Programs, we have policy and process established to segregate, manage, and report effort on sponsored projects. Boise State is a State entity so we have to report on all public entities and maintain operational controls for accounting, technical skills, property control systems, quality assurance measures, and safety programs. Regarding the financial management of all sponsored projects at Boise State University, grant funds are deposited into accounts dedicated to individual awards. These funds are monitored and managed by the Office of Sponsored Programs as well as the PI and their departmental staff. Expenditures are charged directly to the same dedicated accounts and are tracked and reviewed by the Principal Investigator and the Office of Sponsored Programs to ensure that they are allowable per the terms of the award as well as federal guidelines. There are various levels of approval for expenses across campus units to ensure that expenses on all funding sources are both appropriate and authorized. Expenditures are reported to the sponsor in financial reports depending on the sponsor's required reporting frequency (usually monthly or quarterly). Departments initiate payroll distribution requests for personnel working on sponsored projects, which are routed through levels of approval, including the Office of Sponsored Programs. Payroll expense related to sponsored project work is charged to individual sponsored project accounts. These accounts are reviewed by the department staff and Office of Sponsored Programs staff. After-the-fact effort reporting is done for salaried employees who work on sponsored projects. We have a fixed asset/inventory system managed under the controller's office which reports to the Vice President and Chief Financial Officer of the Division of Finance and Administration.

**Question:** Please provide a statement from the entity's independent auditing firm regarding the entity's most recent fiscal audit to include a statement of any audit findings. The application may be rejected if audit findings exist. Attach signed statement here.

[Boise-State-University-Annual-Financial-Statement-FY19-With-Single-Audit.pdf](#) (2/17/2021 10:35 AM)



## Terms and Conditions

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### [Terms and Conditions](#)

**Question:** I certify I have read the terms and conditions governing the Workforce Development Training Fund grant and agree to comply if awarded a training grant. Click on the link above to view a copy of the terms and conditions.

Yes

No