

INSTRUCTIONAL EQUIPMENT (IE) REQUEST: 2020-2021

THE FOLLOWING INFORMATION WILL CONTRIBUTE TOWARD A QUALITY IE REQUEST

CHECKLIST

- All Sections of Form Completed
 Requisition Attached
 Quote Attached
 Dean and VP Signatures Obtained

DEADLINES

- 09/09/2020:** IE Request to Division Dean
09/16/2020: IE Request: IE Request Presented at Division Mtg.
09/23/2020: Request to Admin. Services Office, Via Email

IE Definition

Allowable Items: Instructional equipment expenditures are eligible if the equipment, library material, or technology is for classroom instruction, student instruction or demonstration, or in the preparation of learning materials in an instructional program. There are five categories that will be used to classify instructional support. The following are examples but the list is not limited to what is shown.

1. Equipment and Furniture: instructional equipment and furniture for primary use by students in instructional programs:
 - a. Classroom/Laboratory equipment, including whiteboard, screen, projector, etc.
 - b. Instructional furniture, including desks, tables, podium, chairs, etc.
2. Information Technology: instructional information technology equipment for student use in classrooms and/or laboratories, including desktops, laptops, monitors, printers, servers, network/wireless infrastructure, AV/TV, multimedia.
3. Software: software licenses are allowed but only the initial year is permitted. Other software that are permitted are those that are used in excess of one year and software modifications that add capacity or efficiency to the software that defers obsolescence and results in an extension of the useful life of the software, including registration, counseling, student services, learning management systems for student use.
4. Adaptive Equipment: adaptive equipment for ADA/OCR students are allowed to assist them in a learning environment.
5. Library Material: databases, on-line subscriptions, books, periodicals, videos, etc.

Non-Allowable Items: Administrative or Non-Instructional Purposes including equipment being used for administrative or non-instructional purposes is not allowed including photocopiers, file cabinets, bookcases, computers, networking infrastructure, software licenses.

IE Rubric: RAC will evaluate each IE request based on the IE rubric. RAC stresses the importance of **quality** requests. RAC may choose not to rank **incomplete** IE requests.

Criteria	Strong Evidence	Adequate Evidence	Limited Evidence
LPC Mission & Planning Priorities [Section 2] (5 points) Ranking Scale	Clear and compelling evidence/data that equipment will fully support LPC Mission and Planning Priorities. 4-5	Clear evidence/data that equipment will fully support LPC Mission and Planning Priorities. 2-3	Limited or no evidence/data that equipment will support LPC Mission and Planning Priorities. 0-1
Educational Items: Programmatic Impact and Institutional Support [Section 3] (10 points) Ranking Scale	Clear and compelling evidence/data (as stated in program review) that this equipment will have substantial impact on program curriculum. 8-10	Clear evidence/data (as stated in program review) that this equipment will have substantial impact on program curriculum. 4-7	Limited or no evidence/data (as stated in program review) that this equipment will have an impact on program curriculum. 0-3
Teaching & Learning [Section 4] (10 points) Ranking Scale	Clear and compelling evidence/data that equipment provides much needed or beneficial enhancement to instruction. 8-10	Clear evidence/data that equipment provides enhanced instruction that is not met through current means. 4-7	Limited or no evidence/data that equipment provides enhanced instruction that is not met through current means. 0-3
Outcomes [Section 5] (5 points) Ranking Scale	Clear and compelling evidence/data that equipment will support course and/or program outcomes above and beyond current capability. 4-5	Clear evidence/data that equipment will support course and/or program outcomes beyond current capability. 2-3	Limited or no evidence/data that equipment will support course and/or program outcomes beyond current capability. 0-1
Total Cost of Ownership (Financial & Sustainability) [Section 6] (5 points) Ranking Scale	All items/issues in the Financial and Sustainability sections fully addressed. 4-5	Items/issues in the Financial and Sustainability sections are partially addressed. 2-3	Items/issues in the Financial and Sustainability sections minimally or not satisfactorily addressed. 0-1

INSTRUCTIONAL EQUIPMENT REQUEST

2020-2021

Internal Use

IE #: FAIL-12

Total \$: 4,370.00

Requester Name: Catherine Eagan **Division Name:** Arts and Humanities

The equipment is: A Replacement An Upgrade New Equipment/Technology

SECTION 1: EQUIPMENT DESCRIPTION

Describe the specific equipment requested and how it will be used to replace, upgrade or provide new technology to LPC from what is currently in place:

Currently, the "technology" used to teach students reading is a mix of books, pens, sticky notes, and online resources. Students purchase books from the LPC bookstore or elsewhere in print or online formats, they use open educational resources, and they use articles and other resources from the library's physical collection and online databases. Instructors have a variety of approaches to ensure that their students are doing their reading, ranging from exams to quizzes to discussion boards to reading notes to annotation checks. When students do reading in a digital format, they sometimes have annotation programs available to them, but it is challenging for instructors to check those annotations in class, and it is even more challenging online, where taking a screen shot of an annotation of an online text is limiting because multiple annotations cannot be seen at one time. Hypothesis is digital and social annotation software, integrated into the Canvas LMS, that allows students and their instructors to read and annotate course materials and see each other's annotations. With a Hypothesis service agreement, LPC students reading open educational resources (whether textbooks, articles, or websites available on the open web) or documents in their instructors' collection of files could apply the technology of digital and social annotation to their reading assignments and development of reading skills. This would make students' reading experiences, strengths, and challenges visible to their instructors and allow them to work on the development of reading skills in collaboration with their instructors and other students. Since more and more students are doing library research online, there is an application here as well: Hypothesis can be used with the permalinks for online database articles so that students can support their own reading of these texts with annotation and share this annotation with instructors, both to get help in reading the sources and to provide evidence of their having completed the reading that supports their research. This could help reduce plagiarism even as it boosts learning.

Equipment Location Building: Integrated in Canvas **Room:** N/A

Location Comments:

This is an app that is integrated into the Canvas LMS.

SECTION 1: EQUIPMENT DESCRIPTION (continued)

If applicable, describe the legal requirement, mandate, or safety concern for purchase of this equipment, making specific reference to the legal requirement or regulation:

The Hypothesis LMS app is FERPA compliant. It stores minimal data—not even student email addresses—and what it does store is solely for the purpose of running the application. Hypothesis has provided the college with resources and documents related to privacy and security, including the HECVAT, the standard security questionnaire for edtech products in higher ed; information on the LTI parameters used by the LMS app; and API endpoints used by the LMS app. Hypothesis is also accessible: it is WCAG AA compliant. This documentation has been reviewed and approved by Admissions & Records and District ITS.

SECTION 2: LPC MISSION STATEMENT AND LPC PLANNING PRIORITIES

LPC MISSION STATEMENT:

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

LPC PLANNING PRIORITIES:

- ❖ **Implement the integration of all ACCJC standards throughout campus structure and processes.**
- ❖ **Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.**
- ❖ **Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.**

Specify how the equipment supports *LPC's Mission Statement and Planning Priorities*:

Hypothesis serves LPC's Mission and planning priorities in a variety of ways. Accreditation Planning priority: Hypothesis definitely meets Standard II.A.7: "The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students." Obviously, Hypothesis allows us to deliver the teaching of reading and content mastery in our courses across the curriculum using a delivery mode that supports student learning and gives faculty opportunities to develop new teaching methodologies that immerse students in the reading that is necessary for content mastery, and critical thinking. This single ACCJC standard also speaks to our mission's commitment to inclusivity, being a learning-centered institution, and equity. Hypothesis includes all students in learning the core skill of reading, not allowing quieter students to rely on "the talkers" in the class to carry the conversation about that day's reading but supporting all students in building the reading skills they need to succeed in college. Hypothesis has the potential to move us towards our goal of reducing and ultimately ending disproportionate impact. The English department has noticed for many years, for example, that students enrolled in our basic skills courses (who are now in our "expanded" version of English 1A) experience great challenges when reading college-level texts. Hypothesis not only makes them accountable for doing the reading and responding to it, but it also allows the instructor to monitor their comprehension and critical thinking, and it allows students to learn what critical thinking looks like by reading other students' annotations and modeling their own responses on them. Hypothesis also allows instructors to add annotations that provide helpful background and context. Equity is further served if instructors are using open-access resources, which are a natural fit for Hypothesis. The use of digital annotation can increase student success and completion for all and for our students who are struggling by engaging students with their course readings, allowing instructors to better see where students are struggling, and helping students apply their readings to other assignments, whether essays, tests, or projects.

SECTION 3: EDUCATIONAL ITEMS – PROGRAM REVIEW

Specify the educational programs this equipment supports:

Digital annotation software can support any discipline that requires its students to do critical reading. Most instructors using Hypothesis at this time are in the English department, including Middle College, but we also have usage in math, history, and anthropology. Hypothesis could enhance teaching and learning and get students to course SLOs in a variety of different disciplines, as can be inferred by reviewing this list of course SLOs:

- THEA 53 [Script Analysis]: the student should be able to evaluate scripts using a variety of different critical analysis methods: Formalistic, Historical, Genre, Socio-Political, Mythic-Psychological.
- BUSN 18 [Business Law]: the student will be able to compare and contrast alternative legal theories as they apply to a case.
- ECE 50 [Early Childhood Principles]: students will be able to compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
- AJ 50 [Intro to Administration of Justice]: the student will be able to articulate the scope of the crime problem in present-day America and discuss the methods, theories, and concepts associated with measuring crime.
- FST 3 [Fire Behavior and Combustion]: the student will be able to analyze Physical Conditions which determine the states of matter and how they influence fire behavior.
- BIO 1A [General Botany]: students should be able to explain and apply principles and processes of botany and ecology at different organizational levels, from the biochemical to the ecological.

Reading for college involves more than just extracting content. All these disciplines require students to make inferences as they read, evaluate what they are reading, and connect it to other texts. Reading should not just be in service to class discussion or writing or test taking but is best taught using a mix of student-to-student, instructor-to-student, and student-to-content contact.

Will this equipment be a part of your upcoming Program Review or was it included last year? Please explain using the exact words from your Program Review. If not, explain why.

While Hypothesis will benefit the whole college, we in the English department are bringing it forward for this IER. Hypothesis will be part of our 2020-2021 program review, and the use of digital annotation software in combination with Reading Apprenticeship pedagogy was mentioned in our 2017-2018 program review in F. Short-Term Planning; our 2018-2019 program review in C. Reflection [on plans]; and the 2019-2020 program review in two sections: D. Accomplishments and E. Uncompleted Plans. At that time, we were working with Lacuna Stories, the open source annotation tool developed by Stanford University. A few of us had been fellows with Stanford's Educational Partnership to Internationalize the Curriculum (EPIC), and we learned to use Lacuna there. We presented on Lacuna at an LPC Flex Day and in two BSSOT workshops in April and November of 2018. (Unfortunately, Stanford does not have the grant money to make improvements to the software, and they did not want to host student information and annotations on their servers once the fellowship was over due to FERPA. They recommended Hypothesis to us as an alternative.) Here are excerpts from various program reviews:

"[Lacuna] would be particularly useful in flipped classrooms and DE settings. . . . Our program may consider doing outreach to introduce the program to teachers [across the curriculum], which would mesh with our goal to increase the presence of Reading Apprenticeship methodologies at the college." (2017-2018)

"Workshop attendees have been primarily English and ESL instructors, but instructors from other fields, including history and biology, have also attended." (2018-2019)

"We are now having LPC's IT department talk with Stanford staff about the possibility of hosting Lacuna Stories on our server. Once we hear back, we will revisit the issue of whether it is the most effective software to get our students annotating and annotating socially. There are a few other options out there, for example hypothes.is, which part-time instructor Kat King is currently using at another college." (2019-2020)

SECTION 4: TEACHING AND LEARNING

In detail describe evidence and data that equipment provides much needed benefit and enhancement to teaching beyond current capabilities.

Hypothesis allows instructors to “teac[h] beyond [the] current capabilities” of paper books and digital sources that cannot be annotated. This is particularly true for Hypothesis as opposed to other annotation programs on the market because it allows students and instructors to see each other’s annotations, and the annotations themselves are pulled into the SpeedGrader:

- Having students not only read but annotate and discuss the reading before class can jump start class discussion; the instructor can avoid preliminary summaries of the reading or quizzes and get right into the ideas raised by the text.
- Instructors can identify passages that are frequently being chosen for annotation and zero in on them in follow-up discussion posts/class discussions or journal entries.
- Individual students’ annotations are separated out into the SpeedGrader, which makes awarding points for and grading students’ annotations much easier. Instructors can make private comments to the student or “public” comments to the class in Hypothesis right through the SpeedGrader.
- Instructors can more easily hold students accountable for their reading, check understanding, and guide them to higher levels of thinking with questions and comments.
- Instructors can use digital annotation as a complement to discussion posts or a replacement for them. The disadvantage of using discussion posts alone in an online environment is that students who haven’t done much of or understood much of the reading can manage a passing discussion post response; even if they have done the reading, discussion posts sometimes require only minimal engagement with and understanding of a reading. Teachers can also choose what will be most helpful in a given context, “zooming in” on students’ reading using Hypothesis and “zooming out” for a discussion board or Flipgrid video.
- Teachers can more easily check equal student participation in any group work that involves reading.

Describe in detail the impact this equipment will have on learning:

The impact on student learning can be profound:

- Before they even return to class, students can react to the reading, ask questions about it, make inferences as to its meaning, and evaluate its accuracy, strength, and application to the topics of discussion on which the instructor’s class is focused.
- Students can see each other’s annotations, but with guidance from the instructor on avoiding copying or piggybacking, students learn how to engage with a reading and how to develop ideas about a reading’s ideas further.
- Students can read instructor annotations to gain background information and context, get their questions answered, and get feedback. Other students can provide these kinds of annotations as well.
- Students can collect quotations for later use by using tags; they can then search for that tag and pull up all relevant quotations at once. Testifying to the ways in which Hypothesis aids learning in his Math 40 class, a student posted, “Asynchronous learning is difficult! But annotating the textbook as a class and conversing via discussion posts are good ways to virtually do collaborative exercises and learning!” Students who used digital annotation in English classes had these things to say:
 - “It helped me be better prepared for class. [The comments] gave me new ideas about the work.”
 - “It helped me identify themes and understand different language/vocabulary used.”
 - “I feel like it kept individuals open minded to other people’s point of view and I think that’s great. It was also much easier to keep the quotes I wanted to use organized, better than a million hand-written notes on tabs sticking out of my book.”
 - “Lacuna is a wonderful site. Everyone speaks their mind more freely online than in person.”
 - “It was valuable as seeing and reading other people’s comments and annotations helped me form ideas and look more into certain quotations that made me think. It helped me solidify more ideas for me to write about.”

Each academic year, this equipment will impact: ⁷⁰ _____ # of classes/sections ²⁰⁰⁰ _____ # of students

SECTION 5: OUTCOMES (SLOs)

Using your documented SLOs, specify how the equipment will enable student learning outcomes to be achieved beyond current capability.

I discuss the various ways in which teaching and learning would develop beyond its current methods and capacity above, in section 4. The learning objectives that students meet through developing reading skills translate into their meeting of course outcomes in reading, writing, research, and exams as well. The English department is seeing Hypothesis usage in composition, creative writing, and literature courses. Its use could likely enable SLOs to be achieved beyond current capability, though that has not been studied across the program yet. For English 1A, 1AEX, and 4, students could use Hypothesis to get help identifying “the main ideas and supporting arguments of a college-level text” and “identify and evaluate implied arguments in college-level literary texts.” I have already said that Hypothesis can help students pull quotes for a research paper with much more efficiency, which would impact the achievement of SLOs for these three classes as well. If a teacher encouraged students to connect to other texts in their annotations, Hypothesis could help students “synthesiz[e] multiple texts and us[e] logic to support a thesis, an SLO for English 4. In English 12A, B, and C, Hypothesis is enabling the workshopping of student writing so that students can “write and revise a story or chapter demonstrating proficiency in the basic elements of fiction.” When analyzing literature, students are showing how collaborative annotation can help them “analyze an author’s use of literary techniques to develop a theme.” To use one example from another discipline, mathematics, it seems from Ashley McHale’s experience in stats that Hypothesis may be helping students meet those SLOs beyond current capacity. She reports that in her OER text, students are “asking questions (and answering them!), filling in for words that they don’t understand, including helpful hints to remember certain things. Some have included where they misunderstood and how that misunderstanding got corrected.”

SECTION 6: TOTAL COST OF OWNERSHIP (FINANCIAL & SUSTAINABILITY)

What is the potential life span of the requested equipment?

The IER will provide software license for spring 2021, summer 2021, and fall 2021. We will work to identify funding to continue the software if it continues to prove beneficial for English and disciplines across the college as we anticipate. The software will continue to be upgraded from year to year, even month to month: the software is proving to be very popular, and Hypothesis is moving into a business model that funds the company and staff who create software upgrades and provide user support through service agreements. Hypothesis is in conversation with the Foundation California Community Colleges/College Buys around system pricing. If a discounted price results, our estimated costs could go down.

If new storage is needed what are the storage requirements, location requirements, and costs associated with the new equipment: (NOTE: Specific storage costs should be detailed in the “Part A: Initial Start-up Costs” section below.)

N/A

If this equipment replaces old equipment but the old equipment will not be retired, are there on-going storage requirements, location requirements, and costs associated with the old equipment? If so, provide details.

N/A

What will be required to maintain the equipment, such as regular servicing or upkeep? (Specific on-going costs should be detailed in the “Part B: On-Going Annual Operating Costs” sections below as applicable.)

Hypothesis has experienced a steady increase in its use since it became integrated with the Canvas LMS as an app in 2019. The "servicing" and updating of the software, and its functionality within Canvas, is taken care of by Hypothesis for official pilots and colleges that have entered into service agreements. The costs of IT and pedagogical support are almost entirely borne by Hypothesis, though some impacts on the "operator," Scott Vigallon, are detailed below.

Explain how this equipment meets or exceeds basic sustainability efforts and/or provides renewable resources to the college:

If more students are doing reading online and doing it through open educational resources, the impact on the environment will be significant because the use of paper, and ultimately the carbon footprint of publishing houses, will be reduced. Best of all, learning through reading is not sacrificed in the online teaching environment due to the power of digital and social annotation.

Part A: Initial Start-up Costs

<u>Item</u>	<u>Cost</u>	<u>Comments</u>
Equipment or Materials		
Taxes (9.5%)	370.00	
Shipping or Delivery Charge		
Installation Costs *	4,000.00	Hypothesis LMS service agreement
Miscellaneous Costs:		
Facilities Modifications		
Operator Training		
Maintenance & Repair Training		
Storage		
Other: 4000.00		
Vendor Discount		
Grand Total:	4,370.00	

Part B: On-Going Annual Operating Costs

<u>Item</u>	<u>Cost</u>	<u>Comments</u>
Annual Service or Maintenance	\$4000	Depend on # of users, estimated at 1000/sem.
Estimated Parts Replacement Per Year		
Outside Standardization or Calibration Costs		
Storage Costs		
New Supply Costs		
Maintenance & Repair Labor		
Licensing or Software		
Other: _____		
Annual Operating Costs:	4000.00	

Indicate the source of funding for on-going annual operating costs:

A stable source of funding for Hypothesis has not yet been identified since we are just in the pilot phase, but its value matches that of other Canvas LMS apps that are being funded. Due to the sharp increase in its usage at California community colleges, Hypothesis is in conversation with the Foundation for California Community Colleges/College Buys around system pricing. However, that is unlikely to begin soon and is not guaranteed. If successfully negotiated, this could help with the ongoing cost.

Part C: Incremental Labor Costs

OPERATOR:

Indicate the key operator: Scott Vigallon completed Canvas install. Ongoing support by Hypothesis, with Scott as needed.

Is this in their current scope of duties? Yes

Indicate cost to train key operator (include in Initial Start-up Costs above): \$0 - already met with Hypothesis

Indicate amount of time per month key operator will use equipment: 10 hours

MAINTENANCE & REPAIRS:

Indicate the person performing maintenance and repairs: Scott Vigallon and Hypothesis

Is this in their current scope of duties? Yes

Indicate cost to train for maintenance and repairs: \$0

Indicate amount of time per month maintenance will be required: 2 hours

SIGNATURE APPROVALS

Funded requesters will be expected to respond to a brief RAC feedback survey by a requested deadline.

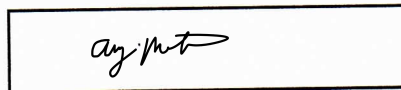
- *Requests for computer-related equipment and printers will be reviewed by the LPC IT Department.*


REQUESTOR

DIVISION DEAN/MANAGER

ADMIN SERVICES, VP







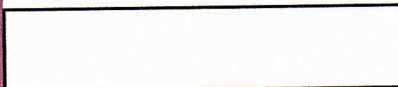
Date 9/22/2020

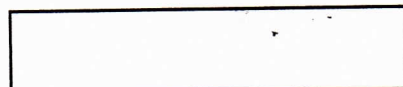
Date 9/22/2020

Date

IT MANAGER

M&O DIRECTOR





Date

Date

9/29/20 - Reviewed by IT and M&O
No Further Action Required



CHABOT – LAS POSITAS COMMUNITY COLLEGE DISTRICT

Vendor Profile Application

Please type or print.

If you have any questions regarding this form or the application process, please contact the Purchasing Division at (925) 485-5233

Part A: Business Questionnaire

Date: September 18, 2020

1. Vendor Name: Annotation Unlimited, PBC

2. Primary Contact:

Name Dan Whaley

Title CEO

Phone(650) 274 - 7647 Ext. _____

Fax(_____) _____ - _____

E-mail Address busadmin@hypothes.is

3. Vendor Category

- _____ Disabled Veteran
- _____ Minority Owned
- _____ Small Business
- _____ Women Owned

4. Type of Business:

- a. Sole Proprietor (S) Joint Venture (J)
 Partnership (P) Independent Contractor
 Corporation (C), State where firm is incorporated DE

b. Is it a Non-Profit Organization? Yes No

If yes provide Tax-Exempt Form

c. Business Start/Incorporation Date 03 / 18 / 19

5. Type of Business: Check the one which best describes your company:

- Broker Wholesaler Retailer
- Manufacturer
- Manufacturer's Rep

Service

- Architect, Engineer, Construction Professional Other

(This information must be supplied. If not, the application will be returned):

6. Federal ID Number 83 - 4070456 or Social Security Number _____ - _____ - _____

7. Sales Tax Collection

- Collect all Sale/Use Tax for Alameda County Collects Selected Taxes
 Does not collect Sales Tax
- Tax Exempt

California Seller or Use Tax Permit Number _____

Do you supply recycled Products?

Yes

No

Part B: Address Questionnaire

1. General Mailing Address:

Address 2261 Market Street, #632

City San Francisco

State CA Zip 94114 -

Contact Name Dan Whaley

Title CEO

Phone (650) 274 - 7647 Ext _____

Fax (_____) _____ - _____

2. Remittance Address:

Address 2261 Market Street, #632

City San Francisco

State CA Zip 94114 -

Contact Name Dan Whaley

Title CEO

Phone (650) 274 - 7647 Ext _____

Fax (_____) _____ - _____

Part C: Commodity and Service Codes

Type of commodities or services that your business provides

Software as a Service

Part D: Completing and Returning Application

1. Name of Person Completing Form

Name Peg Fowler

Title Director, Business Ops

Phone (303) 587 - 5513 Ext _____

Fax (_____) _____ - _____

Signature *Peg Fowler*

Date September 18, 2020

2. Return Completed Application to:

Purchasing Department
Chabot – Las Positas CCD
7600 Dublin Blvd, 3rd Floor
Dublin, CA 94568
Fax: (925) 485-5271

DO NOT COMPLETE – FOR INTERNAL USE ONLY

Received _____ / _____ / _____

Input _____ / _____ / _____

Vendor No. _____

Received _____ / _____ / _____

Input _____ / _____ / _____

New Updated

Request for Taxpayer Identification Number and Certification

**Give Form to the
 requester. Do not
 send to the IRS.**

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Annotation Unlimited, PBC		
	2 Business name/disregarded entity name, if different from above		
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.		4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>
	<input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input checked="" type="checkbox"/> Other (see instructions) ▶ Public Benefit Corporation		
	5 Address (number, street, and apt. or suite no.) See instructions. 2261 Market Street, #632		Requester's name and address (optional)
	6 City, state, and ZIP code San Francisco, CA 94114		
	7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
or									
Employer identification number									
8	3	-	4	0	7	0	4	5	6

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ▶	Date ▶ January 13, 2020
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting*, later, for further information.

Note: If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien;
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States;
- An estate (other than a foreign estate); or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

In the cases below, the following person must give Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States.

- In the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the entity;
- In the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the trust; and
- In the case of a U.S. trust (other than a grantor trust), the U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

Foreign person. If you are a foreign person or the U.S. branch of a foreign bank that has elected to be treated as a U.S. person, do not use Form W-9. Instead, use the appropriate Form W-8 or Form 8233 (see Pub. 515, *Withholding of Tax on Nonresident Aliens and Foreign Entities*).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items.

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity, give the requester the appropriate completed Form W-8 or Form 8233.

Backup Withholding

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 24% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, payments made in settlement of payment card and third party network transactions, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the instructions for Part II for details),
3. The IRS tells the requester that you furnished an incorrect TIN,
4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or
5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See *Exempt payee code*, later, and the separate Instructions for the Requester of Form W-9 for more information.

Also see *Special rules for partnerships*, earlier.

What is FATCA Reporting?

The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all United States account holders that are specified United States persons. Certain payees are exempt from FATCA reporting. See *Exemption from FATCA reporting code*, later, and the Instructions for the Requester of Form W-9 for more information.

Updating Your Information

You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be an S corporation, or if you no longer are tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account; for example, if the grantor of a grantor trust dies.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Line 1

You must enter one of the following on this line; **do not** leave this line blank. The name should match the name on your tax return.

If this Form W-9 is for a joint account (other than an account maintained by a foreign financial institution (FFI)), list first, and then circle, the name of the person or entity whose number you entered in Part I of Form W-9. If you are providing Form W-9 to an FFI to document a joint account, each holder of the account that is a U.S. person must provide a Form W-9.

a. **Individual.** Generally, enter the name shown on your tax return. If you have changed your last name without informing the Social Security Administration (SSA) of the name change, enter your first name, the last name as shown on your social security card, and your new last name.

Note: ITIN applicant: Enter your individual name as it was entered on your Form W-7 application, line 1a. This should also be the same as the name you entered on the Form 1040/1040A/1040EZ you filed with your application.

b. **Sole proprietor or single-member LLC.** Enter your individual name as shown on your 1040/1040A/1040EZ on line 1. You may enter your business, trade, or “doing business as” (DBA) name on line 2.

c. **Partnership, LLC that is not a single-member LLC, C corporation, or S corporation.** Enter the entity’s name as shown on the entity’s tax return on line 1 and any business, trade, or DBA name on line 2.

d. **Other entities.** Enter your name as shown on required U.S. federal tax documents on line 1. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on line 2.

e. **Disregarded entity.** For U.S. federal tax purposes, an entity that is disregarded as an entity separate from its owner is treated as a “disregarded entity.” See Regulations section 301.7701-2(c)(2)(iii). Enter the owner’s name on line 1. The name of the entity entered on line 1 should never be a disregarded entity. The name on line 1 should be the name shown on the income tax return on which the income should be reported. For example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a single owner that is a U.S. person, the U.S. owner’s name is required to be provided on line 1. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity’s name on line 2, “Business name/disregarded entity name.” If the owner of the disregarded entity is a foreign person, the owner must complete an appropriate Form W-8 instead of a Form W-9. This is the case even if the foreign person has a U.S. TIN.

Line 2

If you have a business name, trade name, DBA name, or disregarded entity name, you may enter it on line 2.

Line 3

Check the appropriate box on line 3 for the U.S. federal tax classification of the person whose name is entered on line 1. Check only one box on line 3.

IF the entity/person on line 1 is a(n) . . .	THEN check the box for . . .
• Corporation	Corporation
• Individual • Sole proprietorship, or • Single-member limited liability company (LLC) owned by an individual and disregarded for U.S. federal tax purposes.	Individual/sole proprietor or single-member LLC
• LLC treated as a partnership for U.S. federal tax purposes, • LLC that has filed Form 8832 or 2553 to be taxed as a corporation, or • LLC that is disregarded as an entity separate from its owner but the owner is another LLC that is not disregarded for U.S. federal tax purposes.	Limited liability company and enter the appropriate tax classification. (P= Partnership; C= C corporation; or S= S corporation)
• Partnership	Partnership
• Trust/estate	Trust/estate

Line 4, Exemptions

If you are exempt from backup withholding and/or FATCA reporting, enter in the appropriate space on line 4 any code(s) that may apply to you.

Exempt payee code.

- Generally, individuals (including sole proprietors) are not exempt from backup withholding.
- Except as provided below, corporations are exempt from backup withholding for certain payments, including interest and dividends.
- Corporations are not exempt from backup withholding for payments made in settlement of payment card or third party network transactions.
- Corporations are not exempt from backup withholding with respect to attorneys’ fees or gross proceeds paid to attorneys, and corporations that provide medical or health care services are not exempt with respect to payments reportable on Form 1099-MISC.

The following codes identify payees that are exempt from backup withholding. Enter the appropriate code in the space in line 4.

- 1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2)
- 2—The United States or any of its agencies or instrumentalities
- 3—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities
- 4—A foreign government or any of its political subdivisions, agencies, or instrumentalities
- 5—A corporation
- 6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a U.S. commonwealth or possession
- 7—A futures commission merchant registered with the Commodity Futures Trading Commission
- 8—A real estate investment trust
- 9—An entity registered at all times during the tax year under the Investment Company Act of 1940
- 10—A common trust fund operated by a bank under section 584(a)
- 11—A financial institution
- 12—A middleman known in the investment community as a nominee or custodian
- 13—A trust exempt from tax under section 664 or described in section 4947

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 13.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt payees except for 7
Broker transactions	Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012.
Barter exchange transactions and patronage dividends	Exempt payees 1 through 4
Payments over \$600 required to be reported and direct sales over \$5,000 ¹	Generally, exempt payees 1 through 5 ²
Payments made in settlement of payment card or third party network transactions	Exempt payees 1 through 4

¹ See Form 1099-MISC, Miscellaneous Income, and its instructions.

² However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney reportable under section 6045(f), and payments for services paid by a federal executive agency.

Exemption from FATCA reporting code. The following codes identify payees that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained outside of the United States by certain foreign financial institutions. Therefore, if you are only submitting this form for an account you hold in the United States, you may leave this field blank. Consult with the person requesting this form if you are uncertain if the financial institution is subject to these requirements. A requester may indicate that a code is not required by providing you with a Form W-9 with "Not Applicable" (or any similar indication) written or printed on the line for a FATCA exemption code.

A—An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37)

B—The United States or any of its agencies or instrumentalities

C—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities

D—A corporation the stock of which is regularly traded on one or more established securities markets, as described in Regulations section 1.1472-1(c)(1)(i)

E—A corporation that is a member of the same expanded affiliated group as a corporation described in Regulations section 1.1472-1(c)(1)(i)

F—A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state

G—A real estate investment trust

H—A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940

I—A common trust fund as defined in section 584(a)

J—A bank as defined in section 581

K—A broker

L—A trust exempt from tax under section 664 or described in section 4947(a)(1)

M—A tax exempt trust under a section 403(b) plan or section 457(g) plan

Note: You may wish to consult with the financial institution requesting this form to determine whether the FATCA code and/or exempt payee code should be completed.

Line 5

Enter your address (number, street, and apartment or suite number). This is where the requester of this Form W-9 will mail your information returns. If this address differs from the one the requester already has on file, write NEW at the top. If a new address is provided, there is still a chance the old address will be used until the payor changes your address in their records.

Line 6

Enter your city, state, and ZIP code.

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN.

If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entity's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN.

Note: See *What Name and Number To Give the Requester*, later, for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local SSA office or get this form online at www.SSA.gov. You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at www.irs.gov/Businesses and clicking on Employer Identification Number (EIN) under Starting a Business. Go to www.irs.gov/Forms to view, download, or print Form W-7 and/or Form SS-4. Or, you can go to www.irs.gov/OrderForms to place an order and have Form W-7 and/or SS-4 mailed to you within 10 business days.

If you are asked to complete Form W-9 but do not have a TIN, apply for a TIN and write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note: Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

Caution: A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if item 1, 4, or 5 below indicates otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on line 1 must sign. Exempt payees, see *Exempt payee code*, earlier.

Signature requirements. Complete the certification as indicated in items 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983.

You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983.

You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions.

You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments made in settlement of payment card and third party network transactions, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), ABLE accounts (under section 529A), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account) other than an account maintained by an FFI	The actual owner of the account or, if combined funds, the first individual on the account ¹
3. Two or more U.S. persons (joint account maintained by an FFI)	Each holder of the account
4. Custodial account of a minor (Uniform Gift to Minors Act)	The minor ²
5. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee ¹
b. So-called trust account that is not a legal or valid trust under state law	The actual owner ¹
6. Sole proprietorship or disregarded entity owned by an individual	The owner ³
7. Grantor trust filing under Optional Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)(i)(A))	The grantor*
For this type of account:	Give name and EIN of:
8. Disregarded entity not owned by an individual	The owner
9. A valid trust, estate, or pension trust	Legal entity ⁴
10. Corporation or LLC electing corporate status on Form 8832 or Form 2553	The corporation
11. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
12. Partnership or multi-member LLC	The partnership
13. A broker or registered nominee	The broker or nominee

For this type of account:	Give name and EIN of:
14. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity
15. Grantor trust filing under the Form 1041 Filing Method or the Optional Form 1099 Filing Method 2 (see Regulations section 1.671-4(b)(2)(i)(B))	The trust

¹ List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

² Circle the minor's name and furnish the minor's SSN.

³ You must show your individual name and you may also enter your business or DBA name on the "Business name/disregarded entity" name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

⁴ List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules for partnerships*, earlier.

*Note: The grantor also must provide a Form W-9 to trustee of trust.

Note: If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records From Identity Theft

Identity theft occurs when someone uses your personal information such as your name, SSN, or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity or credit report, contact the IRS Identity Theft Hotline at 1-800-908-4490 or submit Form 14039.

For more information, see Pub. 5027, Identity Theft Information for Taxpayers.

Victims of identity theft who are experiencing economic harm or a systemic problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

Protect yourself from suspicious emails or phishing schemes.

Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to phishing@irs.gov. You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration (TIGTA) at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at spam@uce.gov or report them at www.ftc.gov/complaint. You can contact the FTC at www.ftc.gov/idtheft or 877-IDTHEFT (877-438-4338). If you have been the victim of identity theft, see www.IdentityTheft.gov and Pub. 5027.

Visit www.irs.gov/IdentityTheft to learn more about identity theft and how to reduce your risk.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their laws. The information also may be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payers must generally withhold a percentage of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to the payer. Certain penalties may also apply for providing false or fraudulent information.

Annotation Unlimited, PBC

2261 MARKET ST. #632, SAN FRANCISCO, CA 94114

Date:

**August 28,
2020**

Quote

Prepared for Chabot-Las Positas Community College District
Dan Whaley +1 650.274.7647

DESCRIPTION OF WORK			SUB TOTAL
Hypothesis LMS Services Agreement Service Period: Jan 1, 2021 - December 31, 2021 Based on a \$4 USD price per user/year (students and instructors) and 1,000 estimated number of users/semester during the Service Period. \$2000 to be invoiced on 1/1/2021 for Spring 2021, payment due net 30. \$2000 to be invoiced on 7/1/2021 for Summer and Fall 2021, payment due net 30.			USD \$4000.00
		GRAND TOTAL	USD \$4000.00

QUOTE PREPARED FOR:

Chabot-Las Positas Community College District.
7600 Dublin Blvd
Dublin, CA 94568

VENDOR INFORMATION:

Annotation Unlimited, PBC
Account # 3302702346
Routing # 121140399
SWIFT/Bank Identification Code (BIC) # SVBKUS6S
Bank: Silicon Valley Bank
3003 Tasman Drive, Santa Clara, CA 95054, USA

APPROVED BY

NAME _____

FOR _____

DATE _____