Innovation Grant

Applicant	Christina Linder
Applicant ID	APP-000382
Company Name	College of Southern Idaho
Recipient Address	College of Southern Idaho 315 Falls Ave Twin Falls, ID 83301
Phone	(208) 732-6385
Email	cplinder@csi.edu
Funding Requested	$25,000.00
Status	Submitted
Funded	☐

Application Title: CSI – Innovation Grant
Review Notes:
CSI – Innovation Grant - Grant Review Committee Notes

The College of Southern Idaho is utilizing the already established platform that TeachForward has built for the teacher preparation program and created a separate module completely dedicated to best practices in online teaching. The modules will train current Idaho teachers at no cost. Teacher are not required to be part of the preparation program. The second and third iterations of the project, outside the initial development of the first iteration, will require funding sources outside of the WDC and is being discussed with various parties around the state. The College of Southern Idaho will not pursue further funding from the WDC for the production of further phases or iterations. With the $25,000 grant, however, CSI can assure free training to any teacher who needs it immediately and ensure that all teachers certified through CSI's non-traditional program going forward will be prepared to best serve Idaho students in any learning environment.

WDTF Request: $25,000

Mr. Thomsen noted that the College of Southern Idaho will not be coming back for funding for future iterations of this project. They felt there was an opportunity to provide an open access module for all teachers who have had to shift to virtual delivery. They will integrate an online certification option into the alternative authorization teacher certification program that they currently have a WDTF grant for regardless. The benefit in funding this grant is that it allows them to stand up a module before school starts in August and make it free to all Idaho teachers (including postsecondary).

There is no data in the proposal that shows that teachers are looking for this type of training. It is easy to find online resources for this type of training.
• Mr. Touchstone's wife works for the Kuna School District preparing teachers to teach their students online. In the Kuna district there is a mix of those who struggle with teaching online and some who have a good understanding of teaching online.
• IDLA has also been hosting sessions to help teachers transition, they would provide support to CSI to ensure the module brings the best resources together. We know the way education is being delivered is going to be shifted due to COVID-19.

Motion by Mr. Larsen to approve the College of Southern Idaho innovation grant in the full amount of $25,000. Second by Mr. Touchstone. Motion carried.

Contact Information

Question: Lead entity legal name

College of Southern Idaho

Question: "Doing business as" entity name (if Applicable)

College of Southern Idaho

Question: Federal Tax ID Number

82-0261628

Question: Street address

315 Falls Ave

Question: PO Box (If applicable)

Not Answered

Question: City

Twin Falls

Question: State

ID

Question: Zip Code

83301

Question: Website

www.csi.edu

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

Christina

Question: Last name

Linder

Question: Job title

Director, Non-Traditional Certification Program

Question: Street address

315 Falls Ave

Question: City

Twin Falls

Question: State

ID

Question: Zip code

83301

Question: Email address

cplinder@csi.edu

Question: Contact phone

(208) 732-6385

Community-Based Team

Innovation Grants require participation from a community-based team with representation and support from business, education and other community partners as an ideal partnership.

[Letter of Intent](#)

Question: Please describe how the community-based team partners are involved in the project.

The College of Southern Idaho is partnering with Region IV superintendents, the Colleges Non-Traditional Teacher Education Preparation Program, TeachForward, and IDLA to develop and support online learning in the state of Idaho. Each partner brings a level of expertise and skill that will provide access, equitable opportunity, purposeful engagement and relevant information to the forefront of the teacher training crisis. Not to mention a very timely and rapid response to the current transition experienced by all members of the nation who have embraced a move to online teaching and learning overnight.

Question: Number of employer partners involved in this project?

4.00

Question: Number of non-employer partners involved in this project?

4.00

Question: Please upload completed Letter of Intent from each community-based partner. A link to the Letter of Intent is provided above.

[IDLA_Charlton_CSI_LetterofSupport.pdf](#) (5/13/2020 10:58 AM)
[IDLA Letter of Intent.pdf](#) (4/28/2020 3:12 PM)
[Letter of support Twin.docx](#) (4/28/2020 3:12 PM)
[Letter of Support.docx](#) (4/24/2020 10:05 AM)

Project Overview

Innovation grants can fund projects that address local workforce development needs. Projects may provide skills training to individuals and/or assist individuals with connecting to careers.

Question: Please provide a brief overview/executive summary addressing what you're trying to accomplish with this project. (You are limited to 2000 characters for this section so please be concise.)

COVID-19 has forced a shift to online teaching that Idaho's teachers were not prepared for, and it is widely accepted that many aspects of the shift are likely to be permanent. As we are in the midst of building our nontraditional teaching program modules, we've begun to embed best practices in online teaching so our candidates will be well prepared to teach in any situation. However, we also realized that with a small infusion of capital, we could leverage the resources we already have from the Workforce Development Grant to build out a separate module completely dedicated to best practices in online teaching to train current Idaho teachers at no cost, whether they are part of our preparation program or not.

Regardless of the Innovation Grant, CSI is going to integrate some key online teaching practices into the current project. However, as we worked with IDLA on this idea, we realized the potential benefit to K-12 education state-wide-especially rural districts-by creating a standalone module that would be available, free of charge, to all teachers in Idaho.

Eventually the investment in the standalone module would lead to an additional option for an online teaching endorsement, completely online and accessible to any Idaho teacher without the constraints of a traditional degree/certificate program. It is most likely that this crisis is going to result in a permanent shift towards more online and hybrid models for schools – and using this online training module as a starting point, CSI could build out a formal online preparation program to make the online teacher endorsement attainable through our competency-based, "on the job training" model.

Question: If training is part of the project, how does it address specific employer-identified skills gaps in the community?

Currently an entire nation full of teachers/educators are forced to teach and learn online. This project will provide every educator in Idaho access to online teaching and learning training, for free, for use in their courses starting as early as Fall, 2020. IDLA has reported numerous requests for help from administrators and teachers to better understand best practices in online teaching. To ensure that CSI is meeting the specified need, we will partner with IDLA leadership in the design of the module.

Question: Workforce Development Training Funds are intended to supplement, but not supplant or compete with resources available through existing programs. Are there existing resources available to meet the employers' needs? How are those resources lacking?

Currently teacher education preparation programs have components of the module we are discussing, but they are offered as parts of courses in higher education institutions or they focus entirely on technology and not the interwoven nature of embedding technological skills with pedagogical best practices. The module we are promoting in this project will bring those two component together to support teachers of every developmental stage, from College Professor to first time elementary school teacher.
We are utilizing the already established platform that TeachForward has built us, to spin off an online training module ripe with practical application for today's teachers, whether veterans or newbies. The current project would highlight the specific crisis we face today while providing a backbone to future projects that will enhance and promote online teaching and learning into the future.

Question: What employment opportunities does the project seek to fill?

This project will fill employment opportunities in Pre-K through 12th grade schools throughout the state. This will also assist all collegiate level faculty who are learning to teach coursework online from every institution in Idaho.

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

This project will provide teachers, teacher candidates, and eventually businesses in Idaho if interested, with access to intentional standards based effective methodology for teaching online. Currently no program exists or is accessible like this in Idaho

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

The future of teaching is interwoven in online education that is meaningful, timely and effective. This will raise the bar on all fronts.

Question: Who will provide the training and/or implement the project?

The training and project will be a joint effort between TeachForward and the College of Southern Idaho. TeachForward will develop the module and in conjunction with CSI's NTEPP program will build out an initial product that will provide immediate support for all teachers in Idaho. With further development and nation wide standardized assessments, the module will become a professional development tool, and an intricate piece of the certification process for teachers in the state.

Question: Where will the training be provided/project be implemented?

The training will be provided to every educator in the state of Idaho, virtually, free of charge.

Question: Who will benefit from this project, (Examples - adult job seekers, high school seniors, current employees)?

All PK-12 teachers, pupil service staff, and administrators in Idaho. It could also be made available to college faculty who would like to use it, and any employers who utilize aspects of online education or who find that they have a growing need to train online.

Question: List any prerequisites for individuals interested in participating in the project.

At this point we would roll out the online module first to all teachers (preK-12th grade and college faculty). If local businesses or industry partners wanted to experience the initial module we could share it with them as well. There are no prerequisites necessary for anyone to engage in and learn from this module. No, need for prior learning or experience.

Question: How will participants be selected? What are the agreed-upon screening processes, if any?

All are welcome, no screening processes required.

Question: What outreach efforts will the team use to encourage under-served populations to

participate in the project?

As mentioned above, IDLA is receiving numerous requests for assistance from Idaho school districts. For a full year from the "go live" date of the online teaching module, we would reach out to districts identified by IDLA to offer the training for free. Additionally, we would have an article published in Idaho Education News to let districts know that are offering this free resource available on demand.

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

The cost of developing a full online teaching module utilizing the TeachForward development team, and the time required to support the development and testing of the module and its materials, will fully utilize the $25,000 Innovation Grant. The second and third iterations of the project, outside the initial development of the first iteration, will require funding sources outside of the WDC and is being discussed with various parties around the state. The College of Southern Idaho will not pursue further funding from the WDC for the production of further phases or iterations. With the $25,000 grant, however, we can assure free training to any teacher who needs it immediately, and ensure that all teachers certified through CSI's non-traditional program going forward will be prepared to best serve Idaho students in any learning environment. Examples of what teachers in the first iteration can expect include: a curated collection of relevant resources that help teachers quickly implement best practices online. Among the resources assembled in this module will be videos of online teaching to demonstrate best practices and appropriate "checks for understanding" to ensure that educators have mastered the key concepts. Every Idaho educator will have free access to this streamlined module. IDLA staff will be incorporated into the current design team as consultants.

Question: Will participants be charged to participate in this project?

No they will not.

Project Sustainability

Question: If the community has plans to sustain the project beyond the life of a Workforce Development Innovation Grant, please share. (Not a requirement to receive grant funds.)

Once the Workforce Development Innovation Grant module is completed, we can build upon the first iteration for other programmatic needs. The first iteration of the module will remain intact and available after CSI offers it for free in the first year. We are discussing options as to how it can be used dependent upon other fund available. We believe that even if the current budget crisis keeps us from further development in the near future, the module could remain in place as a professional development tool after that first year. In order to maintain the quality of the product, and adapt it to meet the needs of the community, it will need to be managed. By charging a small fee to transcript the professional learning/CE credits, we could sustain and even improve this offering. Should CSI be successful in fully developing the online teaching endorsement module (that would build off this initial training module), it would become part of the Colleges NTEPP program. By enhancing the training module through added assessments, national standards-based reviews, it would be a pathway to an online teacher endorsement for

certification. The NTEPP program module for online teaching endorsement will then become part of the collegiate program for which tuition is collected. (To reiterate: The College does not intend to request more funding in the future from the WDC for this project.)

Project Schedule

Please provide anticipated numbers/methods to assess the effectiveness of the proposed project.

Project Schedule Form

Question: Please provide an anticipated project start date.

6/1/2020

Question: How many training sessions/events will be held during the 12 months of the grant?

The grant team currently meets weekly to discuss the project and would continue to do so for the remainder of the grant cycle. Once the program was completed by the end of August 2020, training sessions USING the modules could be scheduled at any time by any educator.

Question: Please download and complete the project schedule form. The completed form can be uploaded here. To download the form click on the link provided above.

Innovation Grant Project Schedule (1).xlsx (4/17/2020 12:26 PM)

Project Outcomes

Question: How will employer satisfaction be measured?

We will send a survey to each participant to gauge how helpful the module is, and use recommendations for program improvement. We will follow up at Regional Superintendent Meetings in late fall to gather information on how useful the program is.

Question: How will participant satisfaction be measured?

Direct feedback from participants.

In answer to Question 47 below, there are approx 17,000 teachers and 3,000 administrators/mentors in the PK-12 system that could be served. We would estimate that at least 25% of the educator population may access it.

Question: Total number of individuals served by this project?

5000.00

Question: Number of individuals receiving credential(s)?

0.00

Question: Number of individuals already employed who will receive training?

5000.00

Question: Anticipated wage gain for individuals already employed? If applicable.

0.00

Question: Anticipated starting hourly wage for individuals entering employment? If applicable.

0.00

Question: What additional metrics do you propose to gather to measure the success of the project?

Number of participants who log on to the system vs. those who complete the program and access the resources and examples. Regions in which the program is most accessed, and an analysis of how rural school districts are using the program.

Budget

The application must provide a detailed explanation of how grant resources will be used to directly support the identified skills training. Provide the line item budget amount and detailed narrative for each item listed below to delineate how Innovation Grant resources will be used. Each line item's narrative should clearly describe how the line item amount was determined, as well as the necessity of the line item to develop/deliver the project.

Budget Sheet

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

The primary reason is that this project builds upon a larger project already funded by WDTF. The original project has been designed to address Idaho's teacher shortage, especially in rural districts. By building out this online teaching component, we can better prepare Idaho teachers for any situation that arises.

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

We will continue to work with our national partners currently involved in the larger WDTF grant to seeks funds and partnerships to develop this project to its fullest. Funds being requested through the Innovation Grant will support the first phase of this project, which we envision as being developed in a total of three phases to create the most rigorous and robust online teaching and evaluation program available nationally.

Question: Please download the attached budget. A link to the budget is provided above.

Once completed, upload budget here.

Organizational and Fiscal Capacity

Question: Provide the accounting structure, job titles and qualifications of staff responsible for fiscal actions.

The College of Southern Idaho will utilize the business office to manage the fiscal actions and responsibility of the grant. The VP of Administration will oversee the CIO who oversees the accountant who will manage the funds.

Question: Please provide a short summary outlining your organizations capacity to complete this project.

The College of Southern Idaho is an institute of higher education. The college follows the pronouncements of the Governmental Accounting Standards Board (GASB) in accordance with generally accepted accounting principles in the United States of America (GAAP). The college's accounting structure is XX-XXXX-XXXX or Fund-Department-Account. Each new grant receives its own department code upon creation. The two accounting positions that will oversee this grant are a Senior Accountant and the Controller. Both are Certified Public Accountants with active licenses. They also have many years of experience working with grants.

Question: Upon request, the lead organization may be asked to 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. Is an audit available?

☑ Yes

☐ No

Tracking and Reporting

Innovation Grant funds must be expended within a one-year time period. Quarterly tracking and reporting of individuals participating in the project will be required. Individual names, start and end dates, and outcome data must be collected and reported.

Question: Entity responsible for tracking and reporting.

CSI Program Director

Question: Contact Person First Name

Christina

Question: Contact Person Last Name

Linder

Question: Job Title

Director, Non-Traditional Certification Program

Question: Contact Phone

(208) 732-6385

Question: Email Address

cplinder@csi.edu

Question: Street Address

315 Falls Ave

Question: City

Twin Falls

Question: State

ID

Question: Zip Code

83301

Terms and Conditions

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