

EARLY EDUCATOR INVESTMENT COLLABORATIVE

Professional Educators. Professional Compensation. Prepared Children.

Call for Letters of Intent to Submit Proposals to Transform Early Childhood Education Lead Teacher Preparation Programs

Frequently Asked Questions (FAQs)

Questions About the Collaborative

Q: What is the Early Educator Investment Collaborative (the Collaborative)?

A: The Collaborative is a national early childhood funder collaborative that has come together to transform the early childhood education (ECE) workforce. The Collaborative is working together to advance the highest standards of educator quality—and make them possible through equitable access to teacher preparation, ongoing professional learning, and compensation that reflects the transformational value of early educators.

Q: Who is involved with the Collaborative?

A: Funders and an advisory committee of experts, with deep experience in early childhood education. The Collaborative's Steering Committee includes the Ballmer Group, Bezos Family Foundation, Bill & Melinda Gates Foundation, Buffett Early Childhood Fund, David & Lucile Packard Foundation, Foundation for Child Development, Heising-Simons Foundation, and Stranahan Foundation. The Collaborative is fiscally sponsored by [TSNE MissionWorks](#), an organization that provides grants and financial management, consulting, and training services to strengthen nonprofits.

Q: What does the Collaborative hope to accomplish?

A: Guided by the recommendations outlined in the 2015 National Academies of Sciences, Engineering, and Medicine report, "[Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#)" and the 2018 report entitled, "[Transforming the Financing of Early Care and Education](#)," the Collaborative hopes to make big systems change in the ECE field by linking early educator professional competencies with professional compensation to transform the preparation of early educators. Our goal is to ensure that every child, parent, and community has access to professional early childhood educators who are equipped with a defined set of effective skills and competencies—and who receive the preparation, support, and compensation necessary to stay in the profession.

Q: How does the Collaborative hope to accomplish these goals?

A: We bring together early educators, advocates, policymakers, and higher education to think big, establish the ideal, and align resources to elevate all who are critical to helping our children reach their full potential. That means changing the current system by setting standards for educator competencies informed by research that lead to positive child outcomes, create equitable and affordable access to teacher preparation and professional development, and increase the compensation of all early educators to elevate the profession and reflect the importance and expertise of the profession.

Q: What has the Collaborative done so far to further their goal?

A: Since their inception in 2018, the Collaborative has been supporting work to: develop a 15-year "North Star" vision for success, hold convenings, conduct research on early childhood education workforce policies and practices, and conduct a study on the feasibility of establishing a national certification for ECE lead teachers. Learn more about these projects [here](#).

Q: How can I apply for a grant from the Collaborative?

A: The Collaborative is currently seeking Letters of Intent for proposals to transform early childhood education lead teacher preparation programs. Learn more about this funding opportunity [here](#). The Collaborative does not accept unsolicited proposals.

Questions About the Grant Opportunity

General Questions

Q: What is this grant opportunity about?

A: The purpose of this funding opportunity is to address the structural barriers to ECE workforce preparation and compensation in the United States by supporting innovative approaches to transforming early childhood educator preparation programs for lead teachers. Via this funding opportunity, the Collaborative will support partnerships that want to engage in efforts to catalyze transformative change for educator preparation (for educators working with children prenatal to age 8 and their families) and compensation in state/territory/Tribal Nation ECE systems.

Q: What problem does this opportunity hope to address?

A: In the United States, there is no coherent policy framework for ECE. Instead, the system is a patchwork of federal, state, and local programs that vary in purpose, children's age levels, workforce qualifications, funding, and quality. A competent, sufficiently prepared and compensated ECE workforce is one of several important components of a high-quality early learning system. ECE professional roles and career pathways, however, are not clearly delineated from entry-to-expert level positions across the birth-to-age-8 continuum and across ECE settings. Further, early educator preparation programs face several barriers to effectively preparing teachers to support children and families and ECE systems suffer from structural inequities. These structural insufficiencies affect the workforce overall but affect early childhood educators of color disproportionately.

Q: How much money will be allocated towards this grant?

A: The total amount of funding to be awarded is approximately \$10 million for a limited number of two-year grants. Grants will vary in size according to identified need and the proposed reform's stage of development, with minimum grant awards ranging from approximately \$200,000-\$600,000 and maximum awards ranging from approximately \$3-5 million.

Q: When are Letters of Intent (LOIs) due for this opportunity?

A: LOIs are due by 11:59 pm local time on Monday, March 2, 2020.

Q: Where can I find the LOI materials, including the announcement and application document and the budget worksheet (referenced as "Appendix B" in the announcement and application document)?

A: The announcement and application document for this opportunity can be found [here](#). The budget worksheet (Appendix B) can be found [here](#).

Partnerships and Eligibility

Q: How does the Collaborative define an institution of higher education (IHE)?

A: The Collaborative uses the general definition of IHE found in Title 1, Section 101 of the Higher Education Act (P.L. 89-329; PL. 116-91):

SEC. 101. [20 U.S.C. 1001] GENERAL DEFINITION OF INSTITUTION OF HIGHER EDUCATION.

(a) INSTITUTION OF HIGHER EDUCATION.—For purposes of this Act, other than title IV, the term "institution of higher education" means an educational institution in any State that—

(1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, or persons who meet the requirements of section 484(d);

(2) is legally authorized within such State to provide a program of education beyond secondary education;

(3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) is a public or other nonprofit institution; and

(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

Q: Are for-profit, proprietary IHEs eligible to participate in this opportunity?

A: No. For-profit, proprietary IHEs, as defined in Title IV, Section 102 of the Higher Education Act, are not eligible to serve as lead applicants or as applicant partners in a partnership.

Q: Can a nonprofit organization that is not an IHE serve as a lead applicant?

A: No. Only IHEs can serve as a lead applicants. However, IHEs and states/territories/Tribal Nations applying for this opportunity may choose to additionally partner with nonprofit organizations to help implement their proposed plans and may present this partnership in their proposals. Additional partners (non-lead applicants) could include intermediary organizations such as membership organizations or supportive associations serving IHEs or college student populations (applicants may propose partnering with intermediary organizations to provide coordination, technical assistance, or infrastructure supports, for example).

Q: Are IHEs that only offer Master's programs eligible to apply?

A: No. While the Collaborative recognizes the importance of Master's (MA) programs in early childhood educator preparation, the focus of this particular opportunity is on transforming four-year educator preparation programs that issue bachelor's degrees (BAs) for lead teachers. MA programs which offer both MA/BA degree options for lead teachers may apply for innovations related to the BA program.

Q: Are IHEs focused on family child care eligible to apply?

A: Yes. The Collaborative welcomes applications from IHEs that serve educators across all settings.

Q: Are early childhood education providers eligible to apply (e.g., Child care centers, family child care, Head Start centers, or state pre-K centers)?

A: No. While the Collaborative encourages applicants (IHEs and states/territories/Tribal Nations) to seek input from early childhood education providers in designing and implementing their innovative educator preparation programs, early childhood education providers themselves are not eligible to apply for this opportunity.

Q: If an IHE is not serving as a lead applicant, can the IHE be included as a partner and/or serve as a sub-awardee on multiple applications?

A: Yes. An IHE that is not serving as a lead applicant, but as a partner, may be included in multiple applications as a partner and sub-awardee, as long as all proposals in which the IHE partner is included seek to serve students in the same place-based location (e.g., within the same state, territory, or geographic region).

Q: What does the Collaborative mean when it references “education systems” on page 7 of the LOI announcement and application document?

A: “Education systems” refer to state/local higher education systems with multiple higher education institutions. Education systems that include at least one four-year IHE with a bachelor’s degree program for lead teachers are eligible to apply. In addition, individual IHEs with a four-year bachelor’s degree program for lead teachers are eligible to apply.

Q: Is an education system that does not currently include a four-year early childhood education bachelor’s degree program for lead teachers but will include one at the time of the grant eligible to serve as a lead applicant?

A: No. Applicants (education systems and/or individuals IHEs) must have an existing four-year bachelor’s degree program for lead teachers at the time of application.

Funding

Q: Will the Collaborative provide technical assistance or planning grants for applicants to complete an LOI for this opportunity?

A: No. Neither the Collaborative nor its individual funders will provide any technical assistance or planning grants to assist partnerships in submitting LOIs for this opportunity.