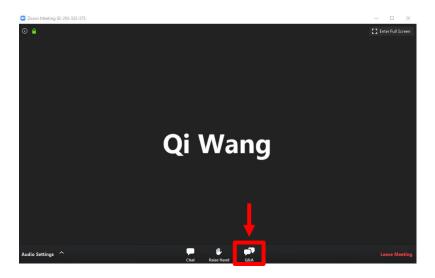


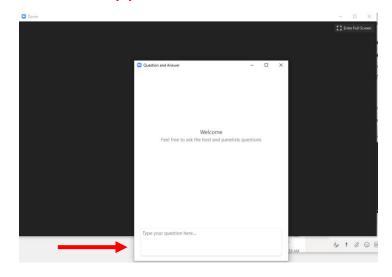
Logistics

- All attendees have been placed on mute for the duration of the webinar
- Should you have any questions or comments, please submit them through the Q&A feature found at the bottom of the Zoom screen:

Step 1: Select the Q&A box at the bottom of the Zoom screen



Step 2: Submit your question in the dialogue box that appears



Agenda

Welcome and Introductions Overview of the Webinar Overview of the Collaborative and the Opportunity **Opportunity Eligibility LOI** Requirements and Assessments 6 Timeline and Budget **Q&A** and **Next Steps**

What is the Collaborative?

Our Vision and Work

- The Collaborative envisions a country where there is no opportunity gap among children, where every child makes lasting gains in cognitive, social, and emotional development through their early care and education experience
- The future of young children depends on the future we create for their early educators
- Prepared early educators + professional compensation = prepared children
- Big goals, big systems change, supported by intentional funding

TSNE MissionWorks

















Our Guiding Principles

- Equitable access to diverse, quality early childhood educators will reduce the opportunity/achievement gap by helping all children shape their identities, make gains in all areas of development, and achieve their potential
- Better prepare early educators to demonstrate competencies tied to positive child outcomes
- Higher standards are enabled by a professional pipeline system that guarantees a diverse workforce through equitable access to financial aid and compensation that sustains careers
- Insist on professional compensation, commensurate with competences, that recognizes the role early educators play in the education of and care for the children they serve
- Respect the work of others in workforce improvement and help them take it higher to ideal qualifications and conditions

What is the Opportunity?

Through this opportunity, the Collaborative seeks to support efforts to catalyze transformative change for educator preparation and compensation in state/territory/Tribal Nation ECE systems.

Key Features of this Opportunity:

- ✓ Two-year grants to interdisciplinary partnerships of IHEs and states/territories/Tribal Nations
- ✓ Two-phase grant-making process: Phase 1 = LOIs, Phase 2 = Proposals
- ✓ Promotes racial, ethnic, and linguistic diversity and inclusion in the ECE workforce
- ✓ Prioritizes applicants that bring diversity and applicants who partner with two-year, community college IHEs
- ✓ Seeks innovative ideas: systems-focused, comprehensive, transformative, contextually grounded and culturally relevant, consider the entire continuum of educator preparation
- ✓ Seeks ideas that also address financial supports, renumeration, and/or compensation
- ✓ Focused on preparing ECE lead teachers with a competency-based bachelor's degree
- ✓ Focused on outcomes that promote educational equity

Eligible Applicant Partnerships

Required Partners

EAD APPLICANT

Four-year institution of higher education (IHE)

With a bachelor's degree program for ECE lead teachers

+

State, territory, or Tribal Nation entity/entities

With authority to oversee higher education and teacher licensure

Optional, Additional Partners

Two-year, community college IHEs

The Collaborative has a **strong** preference for partnerships that include two-year, community college IHEs, and will prioritize funding these partnerships

Other IHEs or state/territory/Tribal Nation entities

Nonprofit Organizations

What Types of Ideas Are We Looking for?

We are looking for bold and transformative ideas. Successful applicants will propose contextually grounded and culturally relevant plans to transform state/territory/Tribal Nation ECE educator preparation systems. Ideas that will:

- ✓ Transform ECE lead teacher programs across the continuum of professional preparation.
- ✓ Seek to dismantle systematic barriers in the ECE workforce
- ✓ Understand and consider state/territory/Tribal Nation policies and regulations, and engage the right partners
- ✓ Prioritize maintaining the diversity of ECE educators
- ✓ Prepare students to achieve mastery of strong ECE lead teacher competencies
- ✓ Require students to demonstrate mastery through an assessment system; a BA degree signals preparedness
- ✓ Focus on preparing ECE lead teachers
- ✓ Be inclusive of all current and aspiring educators, including current practitioners in the field
- ✓ Set up a strong pipeline of diverse higher education faculty to prepare ECE professionals
- ✓ Implement a curriculum that is research-based and includes policy/advocacy content
- ✓ Evenly distribute responsibilities across partners

LOI Submission Requirements

Responses	 Responses to the Letter of Intent Questions in a Microsoft Word document
Budget	 A completed budget worksheet (referenced as Appendix B, found as a link on the website under "Our Grants") as a Microsoft Excel file A completed budget narrative
Partnership Information	 Indication of the primary four-year IHE applicant entity to receive the grant funding Primary contact person and contact information for all partners, including the state/territory/Tribal Nation entity(ies) and IHE(s) A list of up to five related efforts or initiatives that the entities that comprise the partnership have engaged in either together or separately to support ECE educators in accessing high-quality training to prepare them to demonstrate strong ECE educator competencies
Community Voice	 Indication of who from the ECE community in the geography being served will be involved in the work and how they will be engaged
Matching Requirement	 Within the LOI responses (question 3(f)), a description of how you will meet the Collaborative's 10% matching funds requirement

LOI Assessment

- LOIs will be assessed using the following five criteria:
 - Oriented Toward Transformation
 - Context and Culture
 - Diversity and Belonging
 - Readiness and Capacity
 - Risk Management and Mitigation
- LOIs will be assessed on a 100-point scale
 - Additional ten points will be awarded for: IHEs committed to diversity and two-year, community college IHEs
 - LOIs can receive a total of 120 possible points
- The Steering Committee will make final decisions on who should advance to the proposal stage
 - With guidance from an external review committee
 - The LOIs received will remain confidential among the review committee, Steering Committee, and Arabella

Anticipated Timeline



Budget

- We will fund a limited number of grants up to \$10 million
- Grants will vary in size according to need and the proposed reform's stage of development; we will not fund planning grants
- Matching fund requirements:
 - At least 10% of your requested amount
 - A portion must be publicly available state/territory/Tribal Nation funding or funding from a participating higher education institution(s) or higher education system; cannot entirely be private dollars
 - For the LOI, you should describe how you plan to meet this matching requirement; you do not need a signed letter of commitment until the proposal stage
 - The commitment can include in-kind funds, but this can be no more than 50% of the match
- If your plan goes beyond two years, be clear about what the associated costs are within and beyond the twoyear grant period
- Limitations on overhead/indirect costs = 15%

Q&A

EARLY EDUCATOR INVESTMENT COLLABORATIVE

Professional Educators. Professional Compensation. Prepared Children.