

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

Frequently Asked Questions (FAQs)

Updated on February 24, 2020

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.

Q: What is the Collaborative's address?

A: If you need the Collaborative's address for documentation purposes, the Collaborative's address is: TSNE MissionWorks, 89 South Street Suite 700, Boston, MA 02111. Please do not mail LOIs to this address. LOIs should be submitted by email to EEICollaborative@arabellaadvisors.com.

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 in total towards this opportunity? What are the minimum and maximum grants the Collaborative will award?

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 needs 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. To allow applicants the flexibility to request the funds they need to do this work, we have not predetermined exactly how many grants we will make, nor are we setting strict parameters for applicant budgets. How many grants we fund will be based on the scope, scale, and number of proposals we receive.

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: Will applications submitted after the LOI due date be accepted?

A: No. Incomplete LOIs or LOIs submitted after March 2, 2020 at 11:59 pm local time will not be considered.

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](#).

Q: What documents are applicants required to submit for the LOI and in what formats?

A: Applicants should submit the following documents to the Collaborative’s email address for the LOI:

- 1) Partnership information and responses to the Letter of Intent questions in a Microsoft Word document. Your responses to the questions will include a completed budget narrative (question 5), a description of how you intend to meet the matching requirement (question 3(f)) and a description of how you intend to incorporate community voice (question 2(l)).
- 2) A completed budget worksheet (which you can find [here](#)) in a Microsoft Excel file.
- 3) Letters or statements of commitment from partnering entities in a Microsoft Word or PDF file.

Q: Were the webinars recorded? Where can I find the webinar recordings and slide deck?

A: Yes. Both applicant webinars were recorded. Webinar recordings and the slide deck can be found [here](#) on the Collaborative’s website. To ensure that you receive all future updates on the opportunity, we recommend signing up for the grant opportunity email distribution list [here](#).

Q: Will the Collaborative meet with individual applicants or address applicant questions individually in advance of the LOI due date?

A: No. Unfortunately, due to the high volume of interest in this opportunity, the Collaborative is not able to meet with or hold calls with potential applicants or answer individual questions on a case-by-case basis, before the LOI due date.

Q: Will the Collaborative share a list of the organizations that have shown interest in this opportunity (e.g., those who participated in the webinars or those that apply)?

A: No. The Collaborative wishes to respect the confidentiality of interested applicants and will not share out names or organizations that have shown interest in the opportunity.

Definitions

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: How does the Collaborative define "early childhood?"

A: The Collaborative defines "early childhood" as a developmental period that begins prenatal and continues through approximately age 8. This developmental period coincides with early learning experiences (formal and informal) that begin at birth and continue through grade 3. Educator preparation programs for this opportunity should focus on preparing educators to work with children in this age/grade-range.

Q: How does the Collaborative define "competency-based?"

A: The Collaborative's definition of competencies is aligned with the recommendations set forth in the "Transforming the Workforce" report. The Collaborative anticipates that successful educator preparation programs will prepare students to achieve mastery of strong ECE lead teacher competencies that are grounded in developmental science and aligned with the report's recommendations. As part of the LOI, applicants should explain what competencies their program will use and how these are aligned or not aligned with the report's recommendations.

Q: How does the Collaborative define "interdisciplinary" partnerships?

A: The Collaborative defines "interdisciplinary" partnerships as partnerships between states/territories/Tribal Nations and IHEs. Within the IHEs, the Collaborative also anticipates there will need to be interdisciplinary partnerships between/among different academic disciplines and departments to implement this work.

Q: How does the collaborative define an ECE "lead teacher" and related degrees and certifications?

A: The Collaborative defines an ECE lead teacher as the educator of record and the decision-maker who is directly responsible for the instruction of children and supervision of staff in all types of ECE classrooms and care settings. Lead teachers may include family child care providers who meet this definition.

Eligibility: IHEs

Q: Can a lead applicant submit multiple proposals with different partners and/or different focuses?

A: No. Lead applicants may only be a part of one application.

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: Are private, nonprofit, four-year IHEs eligible to apply?

A: Yes. Nonprofit, four-year IHEs with a bachelor's degree program for ECE lead teachers are eligible to apply and serve as a lead applicant, regardless of whether they are private or public.

Q: Are minority-serving institutions (MSIs) eligible to apply?

A: Yes. MSIs may apply and may serve as lead applicants if they are an IHE that offers a four-year bachelor's degree program for ECE lead teachers.

Q: Are IHEs based outside of the United States eligible to apply?

A: No. IHEs must be located in US states or territories or in Tribal Nations to apply for this opportunity.

Q: Can a two-year, community college IHE serve as a lead applicant if it has an articulation agreement with a four-year IHE?

A: No. The four-year IHE offering the BA degree for ECE lead teachers must serve as the lead applicant, and may partner with the two-year, community college IHE.

Q: Can a two-year, community college IHE that offers a four-year BA degree for ECE lead teachers serve as the lead applicant?

A: Yes. If a two-year, community college offers a four-year BA degree for ECE lead teachers, it is eligible to serve as the lead applicant.

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 ECE lead teachers. MA programs which offer both MA/BA degree options (e.g., a four-year BA program plus a one-year MA program) for ECE lead teachers may apply so long as the primary focus of application is on transforming the BA degree program within an educational continuum.

Q: Are institutions that only offer a CDA credential eligible for this opportunity?

A: No. Institutions that offer only CDAs are not eligible to serve as lead applicants for this opportunity, as the focus of this opportunity is on four-year, competency-based, ECE lead teacher preparation culminating in a bachelor's degree. However, applicants offering a BA degree may choose to do work along the entire continuum of preparation and think about articulation from a CDA to an AA to a BA as an aspect of their proposal.

Q: Are BA degree programs that offer an ECE endorsement but not an ECE-specific BA degree eligible to apply?

A: No. The IHE must issue a BA degree for ECE lead teachers to be eligible.

Q: Are IHEs that offer BA degrees with dual certification in both early childhood education (birth through 3rd grade) and elementary education (kindergarten through 6th grade) eligible to apply?

A: Yes. Programs that prepare educators with dual certification in early childhood education and elementary education are eligible to apply.

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: Will the Collaborative prioritize IHEs who serve a larger number versus a smaller number of students?

A: No. The Collaborative will not prioritize applications based on the size of IHEs' student populations.

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 ECE lead teachers are eligible to apply, so long as that IHE serves as the lead applicant. In addition, individual IHEs with a four-year bachelor’s degree program for ECE lead teachers are eligible to apply.

Q: If an education system that has a four-year IHE with a bachelor's degree program for ECE lead teachers wants to apply, does the four-year IHE have to serve as the lead applicant, or can another entity within or associated with the education system serve as the lead applicant?

A: The four-year IHE with a bachelor's degree program for ECE lead teachers must serve as the lead applicant on behalf of the education system. Lead applicants must be BA degree-granting IHEs. Other organizations within or associated with the education system cannot serve as the lead applicant but may serve as partners. For example, a research institution within a university system or a Chancellor's office that oversees an education system with multiple colleges cannot serve as a lead applicant but could serve as a partner.

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 must have an existing four-year bachelor’s degree program for ECE lead teachers at the time of application.

Q: Can multiple four-year IHEs with bachelor's degree programs for ECE lead teachers within the same education system apply as co-lead applicants?

A: No. Only one IHE may serve as the lead applicant. Additional IHEs with bachelor's degree programs for ECE lead teachers are welcome to serve as partners.

Eligibility: States/Territories/Tribal Nations

Q: Who are the required state/territory/Tribal Nation partners for this opportunity?

A: All state/territory/Tribal Nation agencies responsible for higher education and teacher licensure must be included in an applicant partnership. The Collaborative will not provide specifics on which entities need to be involved, as the entities responsible for overseeing higher education and teacher licensure vary by location. This means, for example, that in states/territories/Tribal Nations where there are separate entities that oversee higher education versus teacher licensure or where there are multiple entities that oversee multiple higher education systems, all relevant entities must serve as partners. However, at the LOI stage, applicant partnerships must formally include only one relevant state/territory/Tribal Nation entity. LOI applicants should share their plans for which other state/territory/Tribal Nation entities they will partner with and how they will establish and secure those partnerships. At the proposal stage, the Collaborative will require evidence (e.g., a letter of support/partner agreement) of a formal partnership between all relevant entities.

Q: Can a local government entity (e.g., a district, city, or county entity) serve as a required partner instead of the state/territory/Tribal Nation partner(s)?

A: No. Partnerships must include the state/territory/Tribal Nation entities with authority to oversee licensure and higher education, even if a district/city/county is large in size and/or if the district/city/county is

contracted with the state to operate state programs and issue licensure. However, districts, cities, and counties may serve as optional partners in addition to the required partners.

Q: How do applicants demonstrate state/territory/Tribal Nation commitment to the partnership? Do you require letters of support from the state, territory, or Tribal Nation entity/entities?

A: Yes. The Collaborative requires a letter of support or some other statement to demonstrate the state/territory/Tribal Nation's commitment to partnering with the IHE(s).

Q: Does the strength of the applicant partnership affect the appeal of an application?

A: Yes. The Collaborative is looking for evidence of strong partnerships.

Q: Can states/territories/Tribal Nations partner with other states/territories/Tribal Nations, four-year IHEs, and other eligible partners to submit one proposal to use and scale a similar model across partner states?

A: Yes. States/territories/Tribal Nations may partner with other states/territories/Tribal Nations on one proposal to use and scale a similar model across partner states, so long as the partners and the proposal seek to serve students in the same place-based location (e.g., within the same geographic location). There is no requirement that nonprofit technical assistance (TA) providers be located in the same place-based location as the other partners, but applicants should explain why this TA provider is the best asset to serve as partner instead of a place-based partner.

Q: Can state/territory/Tribal Nation agencies partner with IHEs on multiple applications?

A: Yes. State/territory/Tribal Nation entities may be listed as partners on multiple applications.

Q: Do state/territories/Tribal Nations need to actively collaborate on proposals, particularly if the same entities are included on multiple proposals?

A: Yes. The Collaborative expects that state/territory/Tribal Nation entities will play significant roles in developing the LOIs and proposals.

Q: Will the Collaborative consider multiple applicants per state/territory/Tribal Nation?

A: Yes. The Collaborative will consider funding multiple applicants per state/territory/Tribal Nation.

Eligibility: Partners

Q: Can state/territory/Tribal Nation entities who oversee aspects of the ECE workforce but are not responsible for early educator licensure or higher education (e.g., Office of Learning or Office of Family Services) serve as partners?

A: Yes. Applicants may partner with other state/territory/Tribal Nation entities who do not oversee licensure or higher education for early educators, but these partners must be in addition to the required state/territory/Tribal Nation partners.

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: Can a nonprofit TA provider join more than one partnership serving different place-based locations?

A: Yes. If lead applicants see value, nonprofit TA providers can serve as partners on multiple applications that are serving students in different place-based locations.

Q: Do the lead and partner applicants need to be from the same place-based location?

A: Yes. Lead applicants and partners must seek to serve students in the same place-based location (e.g., within the same state, territory, or geographic region). However, there is no requirement that nonprofit TA providers be located in the same place-based location as the other partners. Applicants should explain why this TA provider is the best asset to serve as partner instead of a place-based partner.

Q: Are nonprofit, pre-K through grade 12 schools eligible to serve as partners?

A: Yes. Similar to nonprofit organizations, pre-K through grade 12 schools can serve as partners but not as lead applicants.

Q: Are school districts eligible to serve as partners?

A: Yes. IHEs are welcome to partner with school districts. However, the partnership must still include the relevant state/territory/Tribal Nation entity/entities.

Q: Are ECE community centers eligible to serve as partners?

A: Yes. ECE community centers may serve as partners.

Q: Are TEACH Scholarship Programs eligible to serve as partners?

A: Yes. TEACH Scholarship Programs may serve as partners.

Q: Are there any restrictions on the number of partners that can comprise a partnership, and/or the number of IHEs that can apply together as partners?

A: No. There is no limit as to the number of partners that can comprise a partnership.

Eligibility: Programs

Q: Do proposed educator preparation program reforms need to be implemented statewide as part of this grant?

A: No. Applicants' proposed plans do not need to be implemented statewide within the two-year grant period; reforms can be implemented within a smaller region. However, the Collaborative is looking for applicants to present plans that could viably be scaled and sustained across a state/territory/Tribal Nation beyond the two-year grant period. This is part of the reason why the Collaborative is requiring that partnerships include state/territory/Tribal Nation entities.

Q: Does the four-year BA degree program for ECE lead teachers have to already prepare students for state teacher certification/licensure or can the grant be used to revise an existing program for this purpose?

A: The existing program does not already need to prepare ECE lead teachers for certification/licensure. The grant can be used to revise a program for this purpose. The Collaborative expects applicants to engage in work to prepare students for the appropriate licensure.

Q: Do proposed educator preparation programs need to prepare teachers for licensure or certification for the full birth-to-eight range?

A: It is acknowledged that each state has different licensing grade/age ranges. For this opportunity, educator preparation programs should prepare early educators to serve the full birth-to-eight range, even though the state teacher licensure system might not reflect such a range. Proposals may choose to focus on

one developmental period as part of the proposed educator preparation program, so long as efforts are within a context of preparing early educators to serve children across the birth-to-eight range and ECE settings. The purpose of the required state/territory/Tribal Nation partner for this opportunity is for IHEs to work with entities that have authority over licensure to think about how to change the system so licensure is appropriately reflective of the birth-to-eight age range for their state/territory/Tribal Nation context.

Diversity and Inclusion

Q: How might an IHE demonstrate a successful record with the diverse populations stated?

A: Each population of students and geography that IHEs serve have unique needs that merit responsive approaches to early educator preparation. Given this, IHEs should determine what they want to include in their application as evidence of a successful record.

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.

Q: If awarded, will the lead partner receive funds directly or will they be reimbursed?

A: Funds will be awarded directly to the lead applicant IHE, likely along a payment schedule aligned with the grantee's workplan. There is no expectation that applicants will need to expend funds (beyond the 10% match) and be reimbursed.

Q: When will the grant funds be dispersed and by when will grantees need to spend them?

A: The Collaborative plans to issue grants in August 2020. Grantees must use grant funds by the end of the grant period.

Q: Can grant funds be expended beyond the two-year grant period?

A: No. While proposed plans may extend beyond the two-year grant period, the grant period will only be for two years and applicants may only use grant funding within the initial two-year period.

Q: Who is responsible for providing the 10% matching funds?

A: Each partnership (i.e., all partners collectively) must secure matching funds that equate to 10% of the total budget requested from the Collaborative. A portion of this 10% match must be publicly available state/territory/Tribal Nation funding or funding from a participating higher education institution or higher education system. The entire 10% match does not need to come from the partners themselves. The match may include private revenue, particularly committed philanthropic dollars. However, the match cannot be all private dollars.

Q: Can grantees use funding from the Collaborative to pay portions of student tuition?

A: Yes. Grantees may allocate funding from the Collaborative to pay portions of student tuition as long as it is within reason and clearly contributes to accomplishing the goals of this grant opportunity.

Q: Can paying portions of student tuition or providing scholarships for ECE students count towards the 10% match? Would this count as real or in-kind funds?

A: Yes. Grantees may count paying portions of student tuition or providing scholarships towards the 10% match as long as it is within reason and clearly contributes to accomplishing the goals of this grant opportunity. This would count as in-kind funds.

Q: Do applicants need to submit a signed letter of commitment for the matching funds at the LOI stage?

A: No. At the LOI stage, applicants must only provide a description of how you will meet the Collaborative's 10% matching funds requirement, in your response to application question 3(f). If invited to submit a proposal, you must submit a signed letter of commitment of matching funds with your proposal materials (due June 1, 2020).

Q: Can the ten percent matching funds requirement include in-kind funds?

A: Yes. The 10% percent matching funds may include in-kind contributions, but in-kind funds should comprise no more than 50% of the match. The rest of the match must be in real dollars. The Collaborative defines in-kind funds as any non-cash contributions of value, including personnel (dedicated staff members/time), goods, and services. The Collaborative defines real dollars as monetary support for the project (e.g., cash contributions, public funding streams, private philanthropic dollars, etc.).

Q: At what point do matching funds "real dollars" need to be accessible/in hand?

A: Partnerships should have their matching funds accessible/in hand within the first 12 months of the grant period.

Q: Can paying for a new faculty member to join the educator preparation program's staff count towards the 10% match as in-kind funds?

A: Yes. Grantees may count paying for early educator preparation faculty salaries towards the 10% match as in-kind funds as long as it is within reason and clearly contributes to accomplishing the goals of this grant opportunity.

Q: Given that indirect costs are capped at 15%, can any indirect costs that an IHE or state/territory/Tribal Nation incurs above 15% count towards the 10% match as in-kind funds?

A: No. Any indirect costs incurred by any partners above 15% may not count towards the match as in-kind funds.

Q: Can matching funds include federal funds or funds from a federal program?

A: Yes. Matching funds may include federal funds or funds from a federal program.

Timeline and Budgets

Q: Can the timeline for this work start later than August 2020?

A: Yes. The timeline may begin after August 2020 as long as it is within reason and clearly contributes to accomplishing the goals of this grant opportunity.

Q: Does the 15% cap on indirect funds apply to sub-grantee budgets?

A: No. The 15% cap applies only to the overall budget applicants submit to the Collaborative.

Q: Can the budget submitted in the proposal stage differ from the budget submitted for the LOI?

A: Yes. As stated in on page 12 of the LOI announcement and application, applicants invited to submit a proposal may submit a refined budget worksheet and narrative that reflect any changes applicants make between the LOI and the RFP phases. The budget should remain within the same scope of work proposed in the LOI phase.

Q: Do applicants need to budget for travel related to the grantee learning community?

A: No. The Collaborative will directly reimburse any required travel costs incurred by grantees related to the grantee learning community.

Q: Do you anticipate this funding opportunity will be available annually?

A: The Collaborative has not yet determined whether additional funds will be available beyond the initial two-year grant period.

Reporting

Q: Will there be reporting requirements for sub-grantees?

A: No. As required by TSNE MissionWorks, grantees will need to submit interim and final narrative and financial reports. While grantees may need to collect information from their sub-grantees to effectively complete these reporting requirements, sub-grantees themselves will not be required to submit their own reports.

Q: If awarded, what is the deadline for the final report after the two-year grant period ends?

A: The Collaborative will provide a timeline for grant reporting deadlines during the second phase of this process (the proposal phase).