



AMENDED JANUARY 25, 2023

Interest Form: Early Learning Higher Education Consortia Intergovernmental Agreement

Are you a government agency passionate about helping students earn degrees in early childhood education?

The Early Learning Division (ELD) invites you to [complete an interest form](#) for an Early Learning Higher Education Consortia Intergovernmental Agreement (IGA). **The deadline to submit an interest form is January 31, 2023.**

This opportunity is open to public universities, public colleges, Oregon's nine federally recognized Tribes, and other governmental agencies. Applicants must be a governmental agency and must partner with their local Child Care Resource and Referral (CCR&R) agency and community college.

ELD highly encourages applicants to consider partnerships with the following groups as well:

- High School career and technical education programs
- Other college/universities
- ECE employers
- Community-based organizations
- Advocacy/nonprofit organizations
- Early Learning Hubs
- Local businesses
- Philanthropic partners
- Tribes

Funding for planning, expansion, and new implementation is available. Notice of intent to award will be shared by Friday, February 17, 2023. Funding for the IGA ends June 30, 2023. See below timeline for the IGA.

Intergovernmental Agreement (IGA) Timeline

Interest form launch	Wednesday, January 11, 2023
Interest form deadline	Tuesday, January 31, 2023
Application evaluation process start date	Friday, February 1, 2023
Notice of intent to award	Notice by Friday, February 17, 2023
Intergovernmental agreements executed	Late February 2023
Workplan due	Monday, May 8, 2023
IGA contract closing date	Friday, June 30, 2023

IMPORTANT UPDATE: January 25, 2023

The Intergovernmental Agreement (IGA) will not be extended beyond June 30, 2023. Instead, there

will be a Request for Applications (RFA) process for the fiscal year 2023-2025. The RFA is open to government agencies and private or public entities and non-profits. This means that following the IGA, the backbone agency can switch from a government agency to a different agency type if that best meets the needs of their community and partnerships. See below RFA timeline.

All will have to apply for the RFA, even if they have an agreement with the agency through the IGA. The requirement of an MOU with, at a minimum, a CCR&R and a community college will still be part of the RFA along with the encouragement for applicants to include other partners such as high school CTE programs and universities.

Request for Applications (RFA) Timeline

RFA launch	Friday, April 7, 2023
RFA application deadline	Monday, May 8, 2023
Application evaluation process start date	Tuesday, May 9, 2023
Notice of intent to award	Notice by Tuesday, May 16, 2023
RFA contract closing date	Monday, June 30, 2025

What is a Higher Education ECE Consortia?

The Higher Education ECE Consortia focuses on removing barriers and opening access to early childhood education degree completion. By establishing partnerships with universities, colleges, CCR&Rs, and other groups, the consortia may:

- expand access to ECE career pathways;
- reduce financial and non-financial barriers, and
- empower more students to attain ECE degrees and certificates.

The Higher Education ECE Consortia requirements align with the [NAEYC's Increasing Qualifications, Centering Equity report](#):

- *Accessible*: combining debt-free and loan-forgiveness policies
- *Possible*: reduce and eliminate non-financial barriers to success
- *Align with Our Realities*: consider all practicum settings
- *Efficient*: create seamless, articulated teacher preparation pathways
- *Feasible*: lessen the time it takes educators to reach attainment
- *Real*: value experience with college credit
- *Supportive*: use cohort models and mentors
- *Consistent*: streamline accountability systems (ex. align with Spark, NAEYC competencies)
- *Bigger*: think outside the classroom (ex. technology solutions)
- *Responsive*: Support development of student leadership and advocacy

Applicant role and responsibilities

The role of the interested agency will be to coordinate with partners to reduce barriers to student success and be responsible for reporting and billing to the Early Learning Division.

Interest Form Submission

[Please submit your interest by completing this SmartSheet form.](#) A copy of the questions is provided below to help you prepare. You will not be able to save progress and return to the form so please be prepared to fill out the form completely and submit. There is a 4000 character limit per question.

Questions?

If you have any questions or need assistance completing the form, please contact Sidney Traen, Sidney.Traen@ode.oregon.gov.

Consortia IGA Interest Form Questions

Interested Agency Name

You (or your backbone agency) must be a governmental agency (public college or university, or Oregon's nine federally recognized Tribes...) to apply for this IGA opportunity.

Agency Contact Person: name, email and phone number

List identified partners

A Memorandum of Understanding (MOU) will be required prior to IGA. Consortia partners must include, at minimum, a Child Care Resource and Referral (CCR&R) agency and a community college. Additional partners may include, but are not limited to, the following:

- High School career and technical education programs
- Other universities/colleges
- ECE employers
- Community-based organizations
- Advocacy/nonprofit organizations
- Early Learning Hubs
- Local businesses
- Philanthropic partners
- Tribes

MOU

Attach MOU if available.

Services

Please answer as many questions as possible at your current phase of planning. You can also include any planning that is needed.

For services that you already provide, please include these and how long you have been providing the services.

Financial Supports

Make It Affordable and Accessible: Combining Debt-Free and Loan-Forgiveness Policies

Funding should be expanded to include comprehensive and associated costs of degree attainment. Additionally, funding should be adapted for the needs of part-time, working students. Examples include, but are not limited to the following:

- Textbooks provided for students to check out;
- E-books provided for online courses;
- Fees included in scholarship awards; and
- Bus passes provided for students needing transportation.

Describe your plan to provide comprehensive financial support, reducing or eliminating debt for participating students. How will your program address non-tuition costs of attendance, including books, technology, fees, equipment, and travel?

Click or tap here to enter text.

Make It Bigger: Think Outside the Classroom

Accessibility can be improved by bringing higher education into various communities. At the same time, early childhood educators need policymakers and institutions of higher education to think broadly about the ways they can put higher education within reach. Examples include, but are not limited to the following:

- Provide laptops for checkout from library;
- Provide a list of regional hotspots and libraries where students can study and attend remote classes;
- Provide mobile hotspots for those lacking broadband;
- Provide bus passes, and facilitate car-pooling;
- Actively connect participating students with campus resources, centers, etc.; and
- Connect students with community resources (energy assistance, food stamps) to support independence.

How will your program address accessibility challenges?

For remote learning, how will you ensure participation, especially for those lacking connectivity? What technology solutions will you offer participants? For face-to-face experiences, how will you facilitate participation? Do students need a car to participate in your program? Do they need to purchase broadband access at home?

Click or tap here to enter text.

Workplace Supports

Make It Possible: Reduce and Eliminate Non-Financial Barriers to Success

Some early childhood educators work during the day and care for their own children in the evening. Subsequently, they benefit from access to coursework that is high-quality, flexible, accessible, and available to them both online and on-site, with classes held at or near their places of work. Additionally, some early childhood educators' language of origin is a language other than English. Examples of supports that reduce non-financial barriers include, but are not limited to the following:

- College success courses and workshops built into the program of study;
- Campus-based staff or CCR&R staff knowledgeable of campus systems attached to the project to help students navigate college experience;
- Removal of testing, or math and writing entrance requirements, or access to tutoring;
- Developmental education faculty members partner with ECE content instructors to provide support;
- Bilingual texts selected for study;
- Incorporate English to Speakers of Other Languages (ESOL), math and writing class curricula, along with ECE course content; and/or
- Combination of online, in-person, synchronous, and asynchronous courses.

Explain how your program will reduce or eliminate non-financial barriers to success. How will students build skills and confidence as college students? How will you meet the needs of first-generation students? What supports will you provide for those whose home language is a language other than English, or whose academic English needs more development?

Click or tap here to enter text.

Make It Align with Our Realities: Count All Settings

All licensed early childhood education settings should be considered when students are engaged in their program and field experiences. Students should be able to complete their requirements in the context of their current workplace. For those lacking a current workplace, consider partnering with public early learning programs. Examples include, but are not limited to the following:

- Agreements with high-quality public early learning programs to host participating students and classroom observations;
- Agreements with campus lab schools; and
- Agreements with employers of participating students to accommodate course schedules and responsibilities.

Describe strategies your program will use to coordinate with employers of students. Explain how you currently partner, or intend to partner, with local public early learning programs.

How will you train placement setting supervisors and ensure that the placement experience is quality?

Click or tap here to enter text.

What reporting mechanisms and backup plans will be in place if issues with placements arise?

Click or tap here to enter text.

Make It Feasible: Lessen the Time It Takes Educators to Reach Attainment

Streamline this process and lessen the time early childhood educators take to finish their programs.

Examples include, but are not limited to the following:

- Courses of study using creative scheduling to accelerate students to completion;
- Plans to support students who need extra time; and
- Agreements with other colleges to provide courses for participating students when necessary to stay on track or catch up.

What are the typical timelines for participating students in your program?

Click or tap here to enter text.

What have you done to streamline this process?

Click or tap here to enter text.

Higher Education Supports

Make It More Efficient: Create Seamless, Articulated Teacher Preparation Pathways

States and institutions of higher education can and should work together to make a seamless pathway a reality. This seamless pathway should also include degree programs with advisors and student-teacher supervisors who are culturally and linguistically competent, provide support for navigating the higher education process, and understand the personal and professional demands of their students. Examples include, but are not limited to the following:

- Campus advisors and/or transfer specialists track progress toward graduation, meet with students to plan next steps;
- Agreements with high quality early learning programs to participate in job fairs for graduating students;
- Agreements with higher education to host campus visits, and to provide recruiters to meet with graduating students;
- Required portfolios built over the course of the study illustrating students' growing understanding; and
- Dedicated support for students whose businesses could participate in [SPARK](#).

Describe how your program provides seamless transitions, including practicum placement , as well as transfer supports after graduation to work and/or study for a Bachelor's degree. *Required: articulation agreement with 4-year college/university.*

Click or tap here to enter text.

Make It Real: Value Experience With College Credit

Recognize and award credits for students' previously demonstrated competencies through prior work experience and apprenticeships. Examples include, but are not limited to the following:

- CDA articulation agreements; and
- Certificates awarded along the way as part of the program

How do you value prior learning and experience?

Click or tap here to enter text.

What credit do you offer for those who have completed a CDA?

Click or tap here to enter text.

What milestones and accomplishments will students achieve along the way? How do you celebrate accomplishments with participating students?

Click or tap here to enter text.

Make It Supportive: Use Cohort Models and Mentors

Cohort models, counselors, and mentors have been shown to make a difference in completion rates for first-generation and nontraditional students. Examples include, but are not limited to the following:

- Develop cohorts that include students with the same employer, a mix of language abilities, etc.;
- Plan to identify peer leaders and provide training to serve as peer mentors;
- Partner new students with a peer who is a year ahead; and
- Create detailed agreement with CCR&R navigators.

How will you build cohorts, and use them to support participation and retention?

Click or tap here to enter text.

How will you develop and use peer mentors?

Click or tap here to enter text.

Explain the role of internal staff to help students succeed in your program, as well as how CCR&R navigators will collaborate in your program.

Required: MOU with CCR&R detailing role of navigator supporting participating students.

Click or tap here to enter text.

Make It Consistent: Streamline Accountability Systems

As Oregon adapts and adopts [NAEYC's Standards and Competencies](#), which will inform an updated [Oregon Registry](#) system, and [standardizes course numbering](#), we want to maximize coordination and alignment across systems. Examples include, but are not limited to the following:

- Provide a status report and plan on aligning coursework with NAEYC; and
- Describe your plan to address recommendations for standardized course numbering.

How does your program align with [NAEYC's Standards and Competencies](#)?

Click or tap here to enter text.

How do you ensure students participate in the [Oregon Registry](#), and/or [SPARK](#), as appropriate?

Click or tap here to enter text.

Describe your plans to integrate standardized course numbering in your program.

Click or tap here to enter text.

Make it Empower: Ensure Consortia partners support development of student leadership and advocacy

Support student leadership by engaging student representatives. Ensure student representatives have opportunities to provide feedback and help analyze implementation of Consortia models, as well as advocate for changes and expansion. Examples include, but are not limited to the following:

- Regular opportunities for student feedback on their experience and areas for improvement; and
- A plan to identify student leaders within 30 days of the executed IGA.

How will you ensure that the voices of students are heard in your planning and continuous quality improvement?

Click or tap here to enter text.

Stewardship

Make it inviting: Support Diverse Student Access

Recruit and support the participation of students who represent the diversity of your region.

- Identify, using existing data or partnerships (ex. Early Learning Hub), communities who are historically and institutionally excluded and create recruitment strategies;
- Recruit and utilize faculty and staff who have experience in ECE classrooms and who reflect the racial, ethnic, cultural, and linguistic diversity of the field and our communities; and
- Prioritize relationship-building among program staff, faculty, and students to create safe, inclusive, and supportive learning communities.

How will your recruitment and retention strategies ensure diversity of participants?

Click or tap here to enter text.

Make it collaborative

Support continual professional learning opportunities and collaboration among instructors and coaches to help them deliver strong, coherent programs of study.

How will you ensure that staff, advisors, and coaches work together and have the tools they need to support student success?

Click or tap here to enter text.

Make it Budgeted

Applicants ensure that public funds combine effectively with other sources of student aid. Examples include, but are not limited to the following:

- Require and support students to apply for FAFSA/ORSAA, Oregon Promise, Oregon Opportunity Grant, and OSAC; and
- Support eligible students to apply for the Oregon Child Care Grant.

Are you interested in funds for planning?

If so, please indicate the amount needed for planning (This is just a rough estimate. Funding will be officially negotiated at a later date.)

Annual Cost per Student (This is an estimate only. If unknown please write 'unknown'.)

How will the cost of service per student compare to the average cost of degree completion at the college?

Click or tap here to enter text.

How will you help students access all the financial supports/aid they are entitled to, reserving consortia scholarship funds as payer-of-last resort?

Click or tap here to enter text.

Service Start Date (What term could you begin services for students?) Options:

Fall 2023

Winter 2024

Spring 2024

Summer 2024

Unsure, planning needed

Space for comments and question