## Consortium DRAFT WORKPLAN for 23/25

| | Year 1 | Year 2 |
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| **What geographic area do you typically serve – if online, indicate whole state (online), if online and in person indicate whole state (online) and primary service area.** | | |
| **Partners**: list partners involved in the project | | |
| **Target population**: identify your target population and outreach to recruit. | | |
| **Reach:** Target number of Early Educators over the 2 years of the grant | | |
| **Degree or certificate completion:** Target number of educators completing a degree or certificate over the 2years of the grant | | |
| **Planning activities will you need additional planning time?** Please list all activities for your planning period. How and who will convene; what frequency? | | |

For each of the following sections (addressing a different policy), please provide information regarding the following areas in the respective tables provided below: Current college services in this area;  Planned services to be funded by potential RFA funding;  Planned implementation date;  Data tracking; and  Total biennial cost for services

| Policy | Description | Key Questions | Examples (not a comprehensive list) | Data & Feedback |
|---|---|---|---|---|
| **1. Make It Affordable and Accessible: Combining Debt-Free and Loan-Forgiveness Policies** | Funding should be expanded to include the comprehensive and associated costs of certificate /degree attainment and should be adapted for the needs of part-time, working students as well. Students should | Describe your plan to provide comprehensive financial support, eliminating debt for participating students. How will your program address non-tuition costs of attendance, including books, technology, fees, equipment, travel, and child care costs? | • Textbooks provided for students to check out<br>• Free e-books provided for online courses<br>• fees included in scholarship awards<br>• bus passes provided for students needing transportation | What data will you collect and analyze to see how well your plan makes participation affordable and accessible and students exit debt free? How will you incorporate student feedback and perspectives? |

| | exit the program debt free. | | | |
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| | **Make it Affordable** | | | | |
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| | **Current services in this area** | | | | |
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| | **Planned services to be funded by potential RFA funding** | **Planned implementation date** | **Data tracking** | **Total biennial cost for services** | |
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| Policy | Description | Key Questions | Examples (not a comprehensive list) | Data & Feedback |
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| **2. Make It Possible: Reduce and Eliminate Non-Financial Barriers to Success** | Early childhood educators are working all day and frequently caring for their own children at night. They need access to coursework that is high-quality, flexible, accessible, and available to them both online and on-site, with classes held at or near the places where they work. Effective supports for those whose | Explain how your program will reduce and eliminate non-financial barriers to success. How will students build skill 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 other than English, or whose academic English needs more development? | • college success courses and workshops built into program of study<br>• campus-based staff or CCR&R staff knowledgeable of campus systems attached to project to help students navigate college experience<br>• Removal of testing or math and writing entry | What data will you collect and analyze to see how well your plan makes participation possible by eliminating non-financial barriers? How will you incorporate student feedback and perspectives? |

| | | | requirements; access to tutoring<br>• developmental education faculty partner with ECE content instructors to provide support<br>• bilingual texts selected for study<br>• Incorporate ESOL, math and writing class curricula with ECE course content.<br>• Combination of online, in person, synchronous and asynchronous courses | |
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| | home language is other than English. | | | |

**Make it Possible**

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| Planned services to be funded by potential RFA funding | Planned implementation date | Data tracking | Total biennial cost for services |
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| Policy | Description | Key Questions | Examples (not a comprehensive list) | Data & Feedback |
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| **3. Make It Align with Our Realities: Count All Settings** | All licensed early childhood education settings should be considered when students are engaged in their practica 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. | 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.<br>How will you train placement setting supervisors, provide placement coach/supervisor from outside of the setting and ensure that the placement experience is quality? What reporting mechanisms and backup plans will be in place if issues with placements arise?<br>Will home based providers have a way to do their practicum in their own site? How? | • agreements with high-quality public early learning programs to host practica students and classroom observations<br>• agreements with campus lab schools<br>• agreements with employers of participating students to accommodate course schedules, practica responsibilities | What data will you collect and analyze to see how well your plan counts all settings? How will you incorporate student feedback and perspectives? |

| Current services in this area | | | |
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| 4. 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. | Describe how your program provides seamless transitions, including from high school or parent, to higher education opportunities to placement in practica, as well as transfer supports after graduation to work and/or studying for a Bachelor's degree.<br><br>What concrete products (work samples, portfolios) will participants create to share with future employers or SPARK, as appropriate?<br><br>Colleges must align their curricula to the Oregon adopted NAEYC Competencies. Please describe your readiness for alignment. | • campus advisors and/or transfer specialists track progress toward graduation, meet with students to plan next steps<br>• agreements with high quality early learning programs to participate in job fairs for graduating students<br>• agreements with higher education to host campus visits, provide recruiters to meet with graduating students<br>• required portfolios built over course of study illustrating students' growing understanding<br>dedicated support for students whose businesses could participate in SPARK | What data will you collect and analyze to see how well your plan includes seamless, articulated pathways? How will you incorporate student feedback and perspectives? |

| | | *Required: articulation agreement with 4-year college/university.* | | |
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**Make it aligned**

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| **5. 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. | What are typical timelines for participating students in your program? What have you done to streamline? | • courses of study using creative scheduling to accelerate students to completion. plans to support students who need extra time | What data will you collect and analyze to see how well your plan makes graduation feasible? How will you incorporate student feedback and perspectives? |

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| | | | | • agreements with other colleges to provide courses for participating students when necessary to stay on track or catch up | |
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**Make it feasible**

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| Policy | Description | Key Questions | Examples (not a comprehensive list) | | Data & Feedback |
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| **6. Make It Real: Value Experience With College Credit** | Recognize and award credits for students' previously demonstrated competencies through prior work experience and apprenticeships. | How do you do this?  What credit do you offer for those who have completed a CDA?  What milestones and accomplishments will students achieve along | • CDA articulation agreements<br>• Certificates awarded along the way as part of the program | | What data will you collect and analyze to see how well your plan values prior learning and experience? How will you incorporate student feedback and perspectives? |

the way? How do you celebrate accomplishments with participating students? How do you value prior learning and experience?

**Make it real**

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| Policy | Description | Key Questions | | Examples (not a comprehensive list) | Data & Feedback |
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| **7. 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. | How will you build cohorts, and use them to support participation and retention? How will you develop and use peer mentors? Explain the role of internal staff to help students succeed in your program, as | • develop cohorts that include students with the same employer, a mix of language abilities, etc.<br>• plan to identify peer leaders and provide | What data will you collect and analyze to see how well your program uses cohorts, mentors, and navigators? How will you incorporate student feedback and perspectives? | |

| | | well as how CCR&R navigators will collaborate in your program. *Required: MOU with CCR&R detailing role of navigator supporting participating students.* | training to serve as peer mentors<br>• partner new students with a peer who is a year ahead<br>create detailed agreement with CCR&R navigators | |

**Make it supportive**

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| **8. 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 | How does your program align with NAEYC's Standards and Competencies? How do you ensure students participate in the Oregon Registry, and/or SPARK, as appropriate? Describe your plans to integrate standardized | • Provide a status report and plan on aligning coursework with Oregon's adopted competencies including infant-toddler state guidance.<br>• describe your plan to address recommendations for standardized course numbering | What data will you collect and analyze to see how well your program streamlines accountability? How will you incorporate student feedback and perspectives? |

| | systems. Ensure high quality curricula that supports the full spectrum of ages in ECE, including infants and toddlers. | course numbering in your program. | | |
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| **9. 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 | How does your program address accessibility challenges? For remote learning, how do you ensure participation, especially for those lacking connectivity? What tech solutions do you offer participants? For face-to-face experiences, how | <ul><li>provide laptops for checkout from library</li><li>provide list of regional hotspots and libraries where students can study and attend remote classes</li><li>provide mobile hotspots for those lacking broadband</li></ul> | What data will you collect and analyze to see how well your program maximizes accessibility and participation? How will you incorporate student feedback and perspectives? |
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| | higher education within reach. | do you facilitate participation? Do students need a car to participate in your program? Do they need to purchase broadband access at home? | • provide bus passes, facilitate car-pooling <br> • actively connect participating students with campus resources, centers, etc. connect students with community resources (energy assistance, food stamps) to support independence | |

**Make it bigger**

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| 10.Ensure Consortia partners support development of student leadership and advocacy. | Student representatives provide feedback and help analyze implementation of Consortium models, as well as advocate for | Plan to identify student leaders submitted to the Agency within 30 days of the Executed Date. The agency plans to reach out to | Regular opportunities for student feedback on their experience and areas for improvement. | |

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| | changes and expansion. | these individuals for opportunities for statewide feedback sessions. | | |

**Make it Student-led**

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| 11. Budget: Ensure stewardship of public funds, efficient, effective, transparent spending. | Applicants ensure that public funds combine effectively with other sources of student aid. | How will the cost of service per student compare to the average cost of degree completion at the college? What will the cost of additional services be? How will you help students access all the financial supports they are entitled to, reserving consortia scholarship funds as **payer-of-last resort**? How will | Require and support students to apply for FAFSA/ORSAA, Oregon Promise, Oregon Opportunity Grant, and OSAC. Support eligible students to apply for the Oregon Child Care Grant. Coordination with financial aid and advisor's office to ensure students are accessing all the grant and scholarship | Include budget of projected annual cost of attendance for participating and typical students. Report annually on actual costs of attendance. Report annually on how students make use of all other scholarships and financial aid available to them first. |

| | | the cost/student for participants compare with more typical costs of attendance? How will your recruitment and retention strategies ensure diversity of participants? | resources available to them. Seek partnerships with foundations, business and philanthropic partners to provide additional financial supports. | |
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| **12. Support diverse student access** | Early childhood educators who are students need, for example, to be able to take classes that are amenable to their working situations and schedules, including online classes, classes offered at or near the places | How will you recruit and support students representing the diversity of your region?

Do your services reach an underrepresented region or group? If so, please explain. | • Identify under-served groups in your community and create recruitment strategies.<br>• Recruit and utilize faculty and staff who have experience in ECE classrooms and who reflect the racial, | Include recruitment and retention plan to ensure diverse participation including supports to students with disabilities and speakers of other languages. |
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| | where they work and/or live, and classes offered in the evenings and on the weekends. Higher education needs to meet people where they are. | | ethnic, cultural, ability, and linguistic diversity of the field.<br><br>• Each program prioritizes relationship-building among program staff, faculty, and students to create safe, inclusive, and supportive learning communities. Recruit students that support the diversity of ages and facility types served in ECE, including infants and toddlers and home-based care. | |

| Make it Accessible | | | |
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| 13. Well-supported and diverse staffs of instructors, advisors, and coaches. | 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, instructors, advisors/navigators** and coaches work together and have the tools they need to support student success? <br> • What will successful collaboration look like? <br> • How will you work to include staff and partners **that reflect your student demographic?** <br> • Have you demonstrated successful consortia planning and implementation already? If so please describe and how will you expand on your current implementation program? | | |
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**Make supported staff**

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