



Early Childhood Access Consortium for Equity

## Early Childhood Faculty Preparation Grant

### Frequently Asked Questions (as of October 19, 2022)

1. What if institutions are not able to successfully graduate candidates by the end of the term of the grant? Are we able to extend our time with a “no-cost” extension?

**Answer:** The grant period ends June 30, 2024, and funds must be expended by this time. There may be circumstances where students might still be enrolled after June 30, 2024 – for example if this falls within the middle of a term.

2. Are institutions allowed to start the cohort in the summer of 2023? In the fall of 2023?

**Answer:** Please recognize the short timeline of this grant and the importance of sustained funding for the students to be able to complete their degree. If you believe you will be able to implement the program within the grant period and that students will be able to complete and/or access additional funding for completion, describe this in the program narrative.

3. May institutions use these grant funds for current graduate or doctoral students who are interested in becoming early childhood faculty to complete their course of study with this intense focus?

**Answer:** This grant is intended to recruit and deliver services to a diverse cohort focused on becoming early childhood faculty. It is not intended to support current graduate students.

4. May institutions use the grant to support professional development sessions for the participants? Can the funding be used for attending conferences or to pay for a speaker?

**Answer:** Institutions may be able to provide professional development opportunities for this cohort of graduate students, if the narrative provides an adequate justification for how this will support a well-prepared and diverse cohort of those who want to be faculty. Please make sure this is also detailed in the budget narrative.

5. Do students need to pursue a degree in Early Childhood?

**Answer:** Programs may be in education, child development, early childhood education, or other disciplines that prepare candidates to become early childhood faculty. The intent of the scholarship is to support the development and skills for early childhood faculty in higher education. The proposal narrative should demonstrate how the program will do this.

6. How would someone obtain a doctoral degree during the grant period? These programs take three to five years to complete.

**Answer:** The grant will support doctoral candidates through the grant period. Priority will be given to proposals who provide a plan to support students beyond the grant period to completion.

7. What type of support(s) would an academic institution be expected to provide?

**Answer:** Reviewers will be looking for proposals that demonstrate that institutions know the population for which they are planning to serve and are proposing a plan to help them access, persist, and – ideally – complete. Support services may include academic, financial, social, and tailored services for adults that allow for greater candidate success. This can include things like customized advising, coaching/mentoring, and leadership development.

8. May we use the funds to pay participants' tuition and fees?

**Answer:** Yes. Funds should be used, among other things, to support students to access coursework at no cost to the student.

9. For doctoral programs, how do you envision residency requirements being fulfilled?

**Answer:** Residency requirements are an institutional decision. Reviewers will be looking for proposals that include curricular adjustments to accommodate the needs of working adults and diverse learners, including one that requires minimal campus attendance, provides virtual learning experiences, and offers planned opportunities and experiences to be together in person.

10. May institutions use this funding to create a cohort of candidates with another university to recruit and support candidates?

**Answer:** We are open to institutions proposing innovative models to support candidates, including collaborative models that support student success.

11. I would like to support students to complete a master's degree. Does the master's program need to be aligned to a doctoral program?

**Answer:** No. A pathway to a doctoral degree is not required. Priority will be given to those proposals and institutions that provide a pathway to continue their education through a doctoral degree.

12. Our master's program is designed to prepare students to be licensed ECE teachers. Would our master's program be considered for this funding opportunity?

**Answer:** Reviewers will be looking for programs that prepare those enrolled to become faculty. This would include programs that cultivate emerging research skills, develop subject-matter expertise, equip candidates to provide competent teaching for adult learners, and prepare candidates to work with diverse groups of students.