



PRESCHOOL PROMISE PROGRAM GRANT MANUAL

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Oregon Early Learning Division
<https://oregonearlylearning.com>

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Program Overview

The Early Learning Division (ELD) operates programs for children birth-to-five and their families. These programs prioritize offering high-quality early care and education services to families who face economic challenges and who long-standing inequities related to race and ethnicity most effect.

The Preschool Promise Program is a high-quality, publicly-funded preschool program that serves children ages three and four in families living at or below 200 percent of the Federal Poverty Level, children in foster care and children from other historically underserved populations. The Preschool Promise Program is delivered in a variety of settings including centers, homes, and schools.

About this Grant Manual

This Grant Manual provides an overview of program requirements and explains the ELD's expectations of you in administering Preschool Promise Program. It contains information and instructions you need to successfully perform the work for which you are awarded Grant Funds. This Grant Manual does not replace the Grant Agreement, but further explains the requirements that are part of this agreement.

The Grant Agreement is the binding legal document between the ELD and the Grantee which contains the description of the work and the terms and conditions that govern the work you are performing for the ELD.

The intended audience for this Grant Manual is Grantee staff who are responsible for enrolling and serving children, maintaining required documentation, submitting program reports, budgets and fiscal information.

Point of Contact

You are encouraged to have regular and frequent contact with ELD staff listed below for all questions related to the program. The Grant Manager will be your primary contact for implementation of the terms and conditions of your grant agreement, including budget, payments, and reports. In addition, the Grant Manager will audit grant requirements and project expenditures. The Program Manager will be the primary point of contact to provide program technical assistance for any of the program quality requirements for Preschool Promise; the Program Manager will also review and approve any subcontracting and program waivers.

Grant Managers

Anthony Martirano / Ranya Aboras
700 Summer Street NE, Suite 350
Salem, OR 97301
P: 503.856.2895
PSP@state.or.us

Program Manager

Dayna Jung
700 Summer Street NE, Suite 350
Salem, OR 97301
P: 503.856.6160
PSP@state.or.us

Preschool Promise Communication Site

The Preschool Promise SharePoint Communication site is the grantee's primary source for information. It will house news and updates, report links, and other information critical to the successful operation of the grantee's program.

Grantees will need to gain authorization to access the site; please have your primary point of contact send an email to psp@state.or.us. Then, click on the following link: <https://odemail.sharepoint.com/sites/PreschoolPromiseHub> and click the button, "Request Access."

Budget Guidance

You are required to submit a detailed budget to ELD using the template/tools provided to you by ELD staff. Your budget must be submitted and approved by the ELD Grant Manager within 60 days of the executed Grant Agreement.

Making adjustments (increases or decreases) to budget categories after the budget is approved requires a budget revision. Revisions to the approved budget categories exceeding 10 percent or \$25,000, whichever is less, must have a prior written approval by ELD. To request a budget revision, you must submit a detailed explanation for the requested budget adjustment to the Grant Manager listed in this manual and obtain ELD's written approval prior to the expenditure. Budgets may be adjusted below the specified threshold without the prior approval by ELD.

You must also request ELD approval for equipment or purchase of capital assets \$5,000 or more prior to expenditure of Grant Funds. Your requests to approve the purchase must include a narrative justifying the need and describing the benefits.

Your budget must:

1. Limit Administrative costs to 15 percent of your total budget. If both administrative and indirect costs are charged, the administrative and indirect costs combined total may not exceed 15 percent of your total budget. Indirect costs are related to fiscal and human resource functions along with directing and managing the operations of your organization. Indirect costs must be budgeted as administrative costs.
2. Include an allocation for Professional Development and Training that is not less than 2.5 percent of the total budget.
3. Budgets should include adequate substitute coverage in order to meet staff professional development requirement.

You will report on the status of your budgeted expenditures to ELD quarterly as detailed in Progress Reports section of this manual.

Allowable and Disallowable Costs

The Grant Funds may only be used for costs that are reasonable, necessary and directly related to the project activities. It is up to your organization to determine whether the expenses are allowable.

Some examples of allowable and disallowable costs include:

Examples of Cost	Allowable
Building improvements (e.g., classrooms, playgrounds, etc.)	Yes
Classroom supplies and equipment to support quality and inclusion activities	Yes
Contractual/consultant costs (Professional Services)	Yes
Curriculum and assessment materials	Yes
Equipment and computers for program use	Yes
Food and meal preparation supplies for enrolled children	Yes
Health support services for enrolled children	Yes (requires prior approval by ELD)
Insurance and indemnification	Yes
Materials and supplies directly related to the program	Yes
Memberships in business, technical, and professional organizations	Yes
Meetings (e.g., food, rental of equipment/space, transportation);	Yes (if on travel status or would impose arduous conditions if not provided)

Examples of Cost	Allowable
Printing and preparing publications, reports, manuals benefitting the program	Yes
Professional development and training	Yes
Rent/lease of space or vehicles	Yes
Salaries and fringe benefits for teachers, assistants/aides or other staff supporting the program	Yes
Transportation for children enrolled in the program;	Yes
Travel related to the program (may not exceed GSA rates without prior approval: www.gsa.gov)	Yes
Construction	No
Entertainment costs and any costs directly associated with such costs (e.g., alcohol, food, lodging, rentals, transportation, and gratuities)	No
Fines, penalties, damages, and other legal settlements	No
Fundraising, loans and investments management;	No
Memberships, goods or services for personal use	No
Political activities	No
Promotional items, gifts, prizes, etc.	No
Purchase of land, buildings or vehicles	No

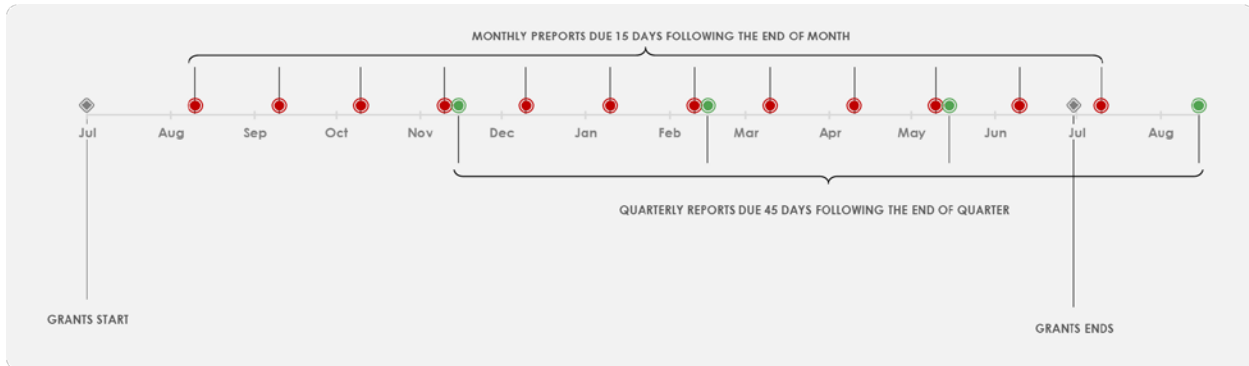
If you have questions about any of these cost categories, please contact the ELD Grant Manager listed in this manual.

Progress Reports

As a grant fund recipient, you are required to report on progress and status of your grant to ELD using the tools/templates provided by the ELD. Your reports help ELD determine whether you are staying on track with grant agreement terms or experiencing issues that need to be addressed. This includes whether your spending is on track, as well as if you're on track to deliver your scope of work.

All required reports must be submitted to ELD by the due date using the tools/templates provided by the ELD (see Appendix D of this manual for reporting tools/templates). If an unavoidable circumstance arises, you may submit a written deadline extension request to the Grant Manager listed in this manual at least 5 business days prior to the report due date. Late submission without prior approval may impact fund dispersal.

Monthly progress reports, to report on the number of children and families served, are due the 15th of each month for the preceding month and Quarterly reports on both expenditures and program outcomes are due 45 days following the end of each quarter. Quarterly periods are July through September, October through December, January through March, and April through June. See Reporting Timeline below.



Payment Process

Grant Funds will be paid to you using the Electronic Grants Management System (EGMS).

Before requesting payment, Grantees must be registered in EGMS. Instructions to register or to make changes to an existing registration can be found in the Appendix A of this manual.

You will be paid for the first quarter, July through September, within 30 days of the execution of your Grant Agreement. All subsequent payments will be made monthly pending submission and approval of required reports.

For information on how to submit a request for disbursement using EGMS, please refer to the EGMS External User Guide in the Appendix B of this manual. If you have issues or questions regarding your payment request, please contact the Grant Manager listed in this manual.

Under-enrollment and Un-opened Classrooms

Grantees are required to provide services to the number of children and families as specified in Exhibit A of the Grant Agreement. If your monthly progress report indicates you are serving below 97 percent of the target number of children and families shown in Exhibit A of the Grant Agreement for the previous 30 days, the ELD may take the following steps:

Under-enrollment

1. Within 30 days of a monthly report indicating enrollment below 97 percent of the target number, ELD will issue a written Notice of Under-enrollment to Grantee. The Notice of Under-enrollment will include:
 - a. The number of children and families the Grantee is required to serve according to Exhibit A of the Grant Agreement;
 - b. The number of children and families by which Grantee is short of the target number;
 - c. The steps the ELD will take over the next 60 days to monitor and enforce the terms of the Grant Agreement; and
 - d. Contacts and resources to access technical assistance intended to reach compliance with the Grant Agreement.
2. The ELD will evaluate the Grantee's progress through scheduled monthly reporting. At the next monthly report, 60 days following Grantee's initial monthly report of under-enrollment, ELD will take the following steps:
 - a. If the Grantee can demonstrate it is serving at or above 97 percent of the requirement set forth in the Grant Agreement, no further action is needed.
 - b. If the Grantee cannot demonstrate it is serving at or above the 97 percent of the requirement, the ELD will notify Grantee that it must submit the following within 7 calendar days:
 - i. a corrective action plan describing how the Grantee plans to serve more children and families to reach compliance with the Grant Agreement; and
 - ii. how the Grantee will continue to operate if Grant Funds are reduced by an amount estimated by the ELD in the following year or remainder of the Performance Period.
3. The ELD will evaluate the Grantee's progress through the Grantee's monthly reporting. At the next monthly report, 90 days following Grantee's initial report of under-enrollment, ELD will take the following steps:
 - a. If the Grantee can demonstrate it is providing services to the number of children and families specified in the Grant Agreement, no further action is needed.
 - b. If the Grantee still cannot demonstrate it is serving at or above the 97 percent of the requirement, the ELD will issue a written Notice of Chronic Under-enrollment to the Grantee. The ELD will continue to monitor and provide technical assistance to Grantee. The amount of Grant Funds disbursed under Grantee's Grant Agreement may be reduced in the next cycle to adjust for chronic under-enrollment.

Un-opened Classrooms

1. Within 30 days of receiving a monthly report indicating un-opened classroom(s), ELD will issue Notice of Under-enrollment to Grantee in writing for un-opened classroom(s) and funding will be suspended immediately for costs equivalent to the un-opened classroom(s). The Notice of Under-enrollment will include:
 - a. The number of children and families the Grantee is required to serve according to the terms of the Grant Agreement;
 - b. Planned number of classrooms compared to the actual classrooms reported by the Grantee in the Site and Service Workbook report;
 - c. The number of children and families not being served by the Grantee;
 - d. The steps the ELD will be taking over the next 60 days to monitor and enforce the terms of the Grant Agreement;
 - e. Contacts and resources to access technical assistance; and
 - f. ELD will notify Grantee that it must submit the following within 7 calendar days:
 - i. a corrective action plan describing how the Grantee plans to open the un-opened classroom(s) according to the Grant Agreement
 - ii. how the Grantee will continue to operate should funds be reduced by an amount estimated by the ELD for the following grant year.
2. The ELD will evaluate the Grantee's progress towards opening planned classroom(s) and meeting enrollment targets through scheduled monthly reporting. At the next monthly report, 60 days following the initial report of under-enrollment, ELD will take the following steps:
 - a. If the Grantee has opened the classroom(s) and is providing service to the number of children and families served in the Grant Agreement, no further action is needed. ELD will reinstate payments to Grantee for the months the classrooms are opened.
 - b. If the Grantee still cannot demonstrate they have opened the required class room(s), the ELD will continue to monitor and provide technical assistance to Grantee.
3. The ELD will evaluate the Grantee's progress through scheduled monthly reporting. At the next monthly report, 90 days following the initial report of under-enrollment, ELD will take the following steps:
 - a. If the Grantee has opened the classroom(s) and is providing service to the number of children and families served in the Grant Agreement, no further action is needed. ELD will reinstate payments to Grantee for the months the classrooms are opened.
 - b. If the Grantee still cannot demonstrate they have opened the required class room(s), the ELD will issue a Notice of Chronic Under-enrollment to the Grantee.

- c. The ELD will issue an amendment to the Grant Agreement to reduce the number of children and families served and the corresponding funding amount.
- d. Grantee's Grant Agreement may be reduced in the next cycle to adjust for chronic under-enrollment.

Note: Only vacancies over 30 days are to be reported as a vacant slot on enrollment reports.

Confidential Information

Grantees must keep personally identifiable information confidential in compliance with The Family Educational Rights and Privacy Act (FERPA). Personally identifiable information may include, but is not limited to: student name, a personal identifier, such as social security number and any personal characteristics that would make the student's identity traceable.

FERPA protects the privacy of student education records. Generally FERPA protected records may not be released without obtaining a signed, written consent from the parent/guardian or student, except for when student's records are released to Department of Education's officials for audit or evaluation purposes. Further, to protect this information from unauthorized or accidental disclosure sharing student records using email is strongly discouraged, unless encrypted.

Grantee must inform the ELD of any breach of confidential data. Some examples of data breaches include: hacking, physical loss of paper documents or electronic devices and unintended disclosure of sensitive information without a prior consent.

In addition, Grantees must require subcontractors to maintain confidentiality of personally identifiable information in compliance with FERPA by making sure data sharing is allowed under local, state, and federal privacy laws and regulations, such as FERPA. And if so, requiring such information is handled in a manner to protect the information from unauthorized or accidental disclosure, modification or loss.

Please visit <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> for more information or contact the ELD Grant Manager listed in this manual if you have additional questions.

Insurance

You are required to maintain insurance at levels specified in the Grant Agreement, Exhibit B throughout the duration of the Grant Agreement. You are also required to ensure that all your subcontractors involved in carrying out any activities funded by the Grant Agreement obtain and maintain appropriate insurance throughout the duration of their work in accordance with the Grant Agreement, Exhibit B.

Equity Objectives

In performing Project activities funded by this program, you are required to further ELD's equity goals by carrying out the equity objectives described in the Grant Agreement, Exhibit C and Appendix C of this manual.

In addition, you and your staff who serve children and families funded by this program must complete equity training provided by the ELD. The training will be available early next year. ELD will notify you in advance as more details about the training become available.

Subcontracting

Grantees may subcontract for certain services. These include transportation, food preparation, janitorial services, bookkeeping, staff training, and teaching services. You may not subcontract the totality of your program and all subcontracts will need to be approved by the ELD Program Manager as described in this section. If you subcontract out any portion of your grant-funded services you remain responsible for ensuring your subcontractors adhere to all program guidance and requirements, including providing monitoring and technical assistance.

You must submit a request in writing to the Program Manager listed in this manual for approval to subcontract.

The request to subcontract must include:

- a. Grantee information (name, site, type of Grantee and contact);
- b. Subcontractor information (name, type of contractor and contact, start and end date);
- c. Scope of Work for Subcontractor. Details on how Grantee intends to sub-contract, including all known/planned processes, and how services will be implemented and monitored.

Your subcontract requests will be reviewed by the Program Manager and you will receive a written notice of approval or denial within 30 days of receipt of the request.

All contracts or agreements you have with subcontractors must be in writing. It is your responsibility to ensure subcontractors carry appropriate insurance at the limits listed in your Grant Agreement, Exhibit B.

Monitoring

Monitoring is used to determine your level of compliance with the requirements of the program, adherence to applicable laws and regulations, and to measure progress towards accomplishing results and outcomes of the program. Monitoring includes an assessment of documentation and data you maintain; obtaining information through interviews, observations and evaluations, fiscal oversight and announced and unannounced site visits.

Grantees are subject to an annual review to assess compliance with program quality requirements, policies, and procedures. In addition, the ELD or its third party contractor may conduct additional monitoring visits or request information on the quality of program at any time. Additional monitoring visits may occur as a result of complaints from staff or families, as a result of the annual monitoring visit, or because of other concerns related to the quality of the program.

A review may include an assessment of structural and process elements of the program, such as the physical space, interactions between children and/or staff, review of staff qualifications, child care licensing review (where applicable), or any other assessment ELD determines necessary to measure the quality of the Grantee's service approach and delivery. Programs will be made aware of any tools used for assessment prior to the review, such as commercially available observation tools (e.g., CLASS, Early Childhood Environmental Rating Scales, Business Administration Scale, Classroom Assessment of Supports for Emergent Bilingual Acquisition), ELD-created checklists, etc.

Grantees should also be aware that the results of monitoring may impact the Grantee's ability to continue to provide services. Grantees should be aware that services for all children present in the classroom, home, or program environment during time of review may be taken into consideration, regardless of their enrollment in the program.

Grantees will provide the ELD staff or its independent third party contractor access to all records necessary to complete the monitoring visit.

Grantee will make available to the ELD all budgetary information including back-up documentation for operating budgets submitted by Grantee to the ELD for the relevant time period being audited. Grantee must return to ELD any funds determined to have been misspent, spent fraudulently, or not in accordance with Preschool Promise guidelines.

The ELD reserves the right to review a Grantee's licensing records at any time. If the ELD discovers a licensing violation(s), the ELD will notify the Grantee.

At the discretion of the ELD, ELD staff, or independent third party contractor can conduct site visits to monitor through announced visits with at least 24 hour notice and unannounced visits with up to one hour notice. Grantees are required to cooperate with monitoring staff and/or contractors and make available for review all records related to the Preschool Promise Program including, but not limited to the following:

- Regular site visits;
- Evaluation of Spark Rating Level;
- CLASS™ Observations;
- Environment Rating Scale (ERS)
- Review of Grantee's staff qualifications, class size, adult-child ratios, and working conditions;
- Review of student records;
- Review of enrollment and attendance records;
- Evaluation of Grantee's accommodation for children with special needs;
- Review of Grantee's parent/guardian participation plan (e.g. newsletters, Parent meeting sign-in sheets, and Parent resources);
- Review of Grantee's curriculum;
- Review of Grantee's screening and assessment processes;
- Evaluation of Grantee's efforts to connect families to resources that align with the family's childcare needs;
- Evaluation of Grantee's staff development and training programs;
- Review of Grantee's financial records and fiscal viability;
- Review of Grantee's licensing records;
- Review quality improvement plans; and
- Review of Waiver Requests, associated quality improvement plans, and progress toward meeting quality standards

Program Quality Requirements

Grantees and their programs should focus on achieving all program requirements. Supports for reaching these requirements are available to all grantees through the local Child Care Resource and Referral Agency (CCR&R). At each CCR&R, a Preschool Promise Specialist and a Preschool Promise Coach is available at no additional cost. CCR&Rs are equipped with information to help grantees understand and implement the requirements detailed in this manual. If needed, grantees can apply for a waiver for some requirements, following the waiver process outlined in this Grant Manual.

Program Operations

Hours and Attendance

Grantees must offer the Preschool Promise program for a minimum of 900 direct service hours per Program Year (July 1 to June 30) in a service delivery model that is no less than 5 hours per day and no less than 4 days per week. Parent/Teacher Conferences, in-service or training days, teacher planning time and transportation time may not be included in the 900 hours of direct services. The Preschool Promise program may not operate prior to 7:00 a.m. or after 7:00 p.m.

Grantees should strive to achieve a minimum average monthly attendance rate of 85 percent for all children enrolled in the Grantee's Preschool Promise services. Grantees that do not meet the 85 percent attendance minimum will be required to submit an attendance improvement plan that incorporates strength-based approaches to incorporating families input on strategies to improve attendance.

Individualized Family Support Plan (IFSP) or Medical Exception

Grantees may adjust their expected attendance goal for students with a documented specialized educational and/or medical need who must leave the Preschool Promise program for a specified period during Preschool Promise hours to receive specialized services.

Other Leave of Absence

When an enrolled child must be absent for more than 14 consecutive days due to family vacations or other situations, a grantee may approve a leave of absence of up to 30 days. Children on an approved leave of absence do not need to have eligibility re-verified prior to returning to the Preschool Promise program.

Absence without Approved Leave

An absence of 14 days without an approved leave should be considered a vacancy. The grantee must notify the Early Learning Hub of the vacancy within seven business days. The child will be placed in inactive status unless the parent and/or guardian requests the Early Learning Hub to reactive the child's status in the enrollment system. A child's eligibility for services is not impacted.

Class Size, Teacher-child Ratio and Staff Scheduling

Maximum class size of 18 with an adult to child ratio of 1:10. A waiver to class size may be requested of the ELD Program Manager for special circumstances using the waiver process identified in this Grant Manual. Grantees must comply with specified ratios during all direct service hours of the Preschool Promise Program. A lead teacher and a teacher assistant must be assigned to each Preschool Promise Program class regardless of provider type.

Grantees must maintain staff and child attendance sign-in sheets in the Preschool Promise classroom, and must use a sign-in sheet that meets applicable regulatory requirements.

Preschool Promise teaching staff may not be assigned to more than one Preschool Promise program session.

Grantees must notify ELD in writing within 14 calendar days of any material staffing changes or extended leaves lasting longer than 21 calendar days including, but not limited to changes in Lead Teacher and Assistant Teacher.

Facilities and Classroom Space

Grantees must identify and maintain program facilities and classrooms that meet age appropriate health and safety standards, including all spaces that children use. Classroom space must have a minimum of 35 square feet of usable space per child and exterior space must have a minimum of 75 square feet of usable space per child.

Child Eligibility

Children must be at least three years old, but not older than five years of age, as determined by the date used to determine kindergarten eligibility. Age-eligible children may participate in the Preschool Promise program for up to two Program Years.

Children must be members of families whose incomes, at the time of enrollment, are at or below 200 percent of the Federal Poverty Guidelines (<https://aspe.hhs.gov/poverty-guidelines>) or a child in the foster care system.

Children participating in the Preschool Promise program must be Oregon residents.

Recruitment and Enrollment

Preschool Promise grantees will be required to work with their local Early Learning Hub to execute Coordinated Enrollment processes for the recruitment of children and families, eligibility determination, and selection of children. These processes will focus on outreach and selection of families who are at or below 200 percent of the Federal Poverty Level. Grantees dually funded by Preschool Promise and Oregon Pre-Kindergarten (OPK) should continue using established OPK eligibility, selection and placement processes, provided Preschool Promise eligibility criteria is followed.

Grantees are responsible for the enrollment of children selected and placed in their Preschool Promise program by the Early Learning Hub. Grantees must contact a family within 10 business days of receiving family contact information from the Early Learning Hub.

A Preschool Promise enrolled child may only be enrolled with one Preschool Promise grantee at a time. A child may transfer from one Preschool Promise program to another within the same Program Year. A Preschool Promise enrolled child cannot be simultaneously enrolled in a Head Start/Oregon Prekindergarten or Relief Nursery program.

A grantee must inform the Early Learning Hub of any current or anticipated vacancies within 7 business days.

Effective Leadership, Collaboration, and Professional Learning

Program Mission & Vision

Grantees must have a written statement of philosophy that describes the educational purpose, goals, beliefs and practices of the program. All Preschool Promise program staff must adhere to the National Association for the Education of Young Children ([NAEYC Code of Ethical Conduct](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Supplement%20PS2011.pdf)) at <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Supplement%20PS2011.pdf>.

Continuous Quality Improvement

Grantees must participate in a continuous quality improvement system focused on effectively implementing Preschool Promise quality requirements and ensuring positive outcomes for all children. Grantees must participate in training, consultation, coaching, and other activities provided by their local CCR&R agency that support continuous quality improvement and successful implementation of the Preschool Promise program. Consultation and/or coaching may include, but is not limited to: program evaluation (both self-evaluation and evaluation from an outside observer), goal setting, professional development, participation in a Preschool Promise Child Care Network, contributing to the development of a regional technical assistance plan and Spark participation.

Leadership with Knowledge of Early Childhood

Grantees must designate an existing leader or leadership team at the building level to guide and support effective implementation of the Preschool Promise program. This leader/team should have training or knowledge specific to early care and education. The leader/team should also have knowledge of the early learning system, including role of Early Learning Hubs and CCR&Rs.

Grantee leadership must establish schedules for lead teachers and teacher assistants that provide adequate time to collaboratively develop inclusive instructional plans, complete formative assessments, attend required professional learning opportunities, and engage with families.

Supportive Environments and Ambitious Instruction

Educational Programming

The grantee must collect and implement research-based educational programming aligned to <https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx>.

Educational programming should include, but is not limited to:

- established routines,
- intentional environments that are developmentally appropriate,
- culturally responsive child experiences, and
- scaffolding supports designed to sequence learning of new concepts and skills.

Curriculum

In an effort to promote high quality learning, grantees are expected to implement a curriculum to fidelity. To ensure a variety of rigorous learning experiences are provided, grantees must be responsive to developmental and individual needs. The curriculum is intentionally planned and refined using authentic assessment data that enables an understanding of individual student learning.

All curricula must build on students' interests, explore topics that are relevant to the school community, embrace students' home culture, meet the needs of linguistically diverse learners, and be designed to provide specialized and individualized instruction for children with a disability. An appropriate curriculum must be in use at all times during the Preschool Promise program year.

The curriculum must:

- be in alignment with Oregon's Early Learning and Kindergarten Guidelines,
- be based on theory and research,
- be culturally and linguistic responsive,
- produce positive child outcomes,
- balance adult-directed and child-initiated activities,
- specify outcomes for key areas of development,
- include content areas of math, science, literacy, social studies, and
- support positive adult-child interactions.

Regardless of the curriculum or approach to teaching used, grantees are required to post activity plans that include evidence of individualization, and make a written curriculum statement available for staff and parents.

Grantees may not advance any religion or religious beliefs during the instructional hours designated as Preschool Promise program. Any religious symbols located in or around the classroom do not need to be removed; however, they may not be incorporated or used in the curriculum or teaching program.

Social and Emotional Learning

All instruction and adult-child interactions within the Preschool Promise programs should be supportive of children's social and emotional needs. The classroom climate should be safe, respectful, welcoming, and promote positive peer relationships and self-confidence. All Preschool Promise classroom staff will consistently model expected learning and behavioral skills

for students, promote classroom management practices that are positive and support children in the development of social skills.

Inclusionary Practices

The Preschool Promise classroom environment must be inclusive of all children, regardless of ability, family composition, culture, language or family income. The grantee must have a policy prohibiting suspension and expulsion.

Grantees are required to make reasonable accommodations for children identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA). Grantees, with the support and resources of the local Early Childhood Special Education provider, must assure that a child's Individualized Family Support Plan (IFSP) goals and accommodations, modifications, and supplementary supports are fully integrated into all planned learning activities.

Supports for Dual Language Learners

Instructional leaders and teachers recognize bilingualism and bi-literacy as strengths, have cultural competence, knowledge of dual language development, and strategies that support the development of children who are dual language learners.

Grantees must strive to ensure staff reflect the cultural and linguistic attributes of the community and the children and families enrolled.

All curricula must meet the needs of linguistically diverse learners.

Developmental Screening

Grantees must ensure each child receives a developmental screening to identify potential concerns regarding a child's language, cognitive, motor, social, emotional, and behavioral skills within 45 calendar days of when the child first attends the program or seek a waiver of this requirement through the process described in this Grant Manual. Parent/guardian consent must be received prior to the child being screened. The results of screenings must be shared with families and follow up on as appropriate.

Developmental Assessment

Grantees must conduct ongoing formative developmental assessments of each child at least three times during the program year. Programs must choose a formative developmental assessment tool that aligns with all developmental domains and indicators in Oregon's Early Learning and Kindergarten Guidelines. Assessment data must be used to create individual, small group and large group activity plans. Individual child outcomes should be shared with parent/guardian at Parent and Teacher conferences.

Teaching staff should maintain and update a developmental portfolio for each child in the Preschool Promise program.

Family Engagement

Family Engagement and Parent Voice

Grantees must cultivate a high-quality, culturally responsive family engagement environment that supports parents as partners in a child's learning and development, creates a sense of welcoming for all families, and includes family leaders in decisions related to program design and implementation.

The grantee must offer opportunities for parents to participate in decisions that affect their experience and is respectful of the values, opinions, beliefs, perspectives, and cultural backgrounds of the families.

Partnering with Families

The grantee must provide opportunities for parents to meet with teachers, in spaces where the family is most comfortable, to share knowledge about the child's development, personality, and learning style and to develop a partnership that supports the child's learning and development. Grantees are required to provide an orientation for all families within 30 days of commencement of the child's enrollment in the program and prior to the first individual Parent and Teacher conference.

Ongoing communication with families should include conversation regarding child's daily activities, social interactions, home life, health and attendance, including any barriers to consistent and regular attendance in the Preschool Promise program.

All grantees must have a Parent Handbook and provide it to the families prior to or on the first day of their child's attendance in the Preschool Promise program.

Transition Supports

Grantees should support families of enrolled children during transitions to other early learning settings, including kindergarten. Grantees must document transition plans; transition plans must include evidence of parent involvement.

Staff Qualifications

Educational Requirements

Grantees must strive to ensure staff reflect the cultural and linguistic attributes of the community and families enrolled.

All education staff must be highly trained as evidenced by formal education, training and practical experience that enables them to implement developmentally appropriate curriculum.

Grantees must have preschool lead teachers who have:

- At least a bachelor's degree in: (I) Early childhood education or a field related to early childhood education; or (II) A field not related to early childhood education but teacher has completed coursework that is equivalent to a major in early childhood education and has sufficient training in early childhood education as determined by the Division
- An associate degree with additional training or additional certification in early childhood education or a field related to early childhood education, as determined by the Division; or
- Child Development Associate (CDA) Preschool Credential or step level 8 as determined by the Oregon Registry Online (ORO).

Personnel

Salaries for Preschool Promise Lead Teachers and Teacher Assistants must meet the salary guidelines adopted by the Early Learning Council (see table below). Grantees must inform the ELD of any changes to salaries that deviate from the approved program budget.

		TARGET SALARY		MINIMUM SALARY	
LEAD TEACHER	QUALIFICATION LEVEL	10 MO. SALARY	HOURLY	ANNUAL	HOURLY
	Bachelor’s Degree (BA)/ Registry Step 10	\$63,000	\$36	\$44,000	\$25
	Associate Degree (AA)/ Registry Step 9	\$54,000	\$31	\$38,000	\$22
	Child Development Associates (CDA) Credential / Registry Step 8	\$41,000	\$24	\$32,000	\$18

		TARGET SALARY		MINIMUM SALARY	
TEACHER ASSISTANT	QUALIFICATION LEVEL	10 MO. SALARY	HOURLY	ANNUAL	HOURLY
	Child Development Associates (CDA) Credential or above / Registry Step 7 or above	\$38,000	\$22	\$27,000	\$16
Registry Step Less than 7	\$32,000	\$18	\$21,000	\$12 <i>Unless local minimum wage is higher.</i>	

Grantees must provide their Preschool Promise teaching staff with paid time off (sick, personal, vacation) during the Preschool Promise Program Year.

Any staff members involved in the Preschool Promise program must have documentation of a completed and satisfactory criminal background check on file with grantee.

Grantees shall not discriminate on the basis of race, color, ethnicity, socioeconomic status, home language, country of origin, immigration status, ability, special needs, religion, gender expression, sexual orientation, family composition, housing status, military status and cultural background and experience in any of activities or operations.

Quality Assessment

Grantees are required to participate in all ELD funded evaluation and monitoring of the Preschool Promise program including, but not limited to CLASS™ observations and Environment Rating

Scale observations. This includes providing information to evaluators as requested, ensuring staff are available to meet with evaluators and responding to evaluators' requests.

Business / Organization Practices

Preschool Promise Program grantees are not required to provide transportation services, but a grantee who is receiving additional funds to provide transportation must provide transportation to Preschool Promise enrolled children. If a Preschool Promise program provides transportation services, they must comply with all regulations for the transport of children ages 3 - 5 years of age.

All children in a Preschool Promise program classroom must receive the same instructional opportunities during the instructional program day. Field trips are a part of the instructional program and must be free and available to all children participating in the Preschool Promise program. Preschool Promise program funds may be used to provide field trips or other appropriate instructional activities to the children. Field trips must be related to curriculum and must include a lesson plan demonstrating this connection.

Grantees are prohibited from charging parents/guardians of eligible children any fees or tuition for the Preschool Promise program direct service hours. Grantees may not require families to pay for classroom materials, including but not limited to food, for the Preschool Promise funded portion of the day. Individuals or families who would like to, at their sole discretion, make monetary or other donations to the Grantee to pay for such costs should provide a written statement to the Grantee indicating the nature of the donation. Grantee must document the donation on a fiscal report and provide a receipt to the donor. Copies of all letters and receipts should be on file at the Grantee's site for review by the ELD.

Grantee will notify the ELD in writing of any change in mailing address within 10 days of the change. Grantee will notify the ELD in writing of any proposed change in operating facility address, ownership, or classroom move at least 90 days in advance of the proposed change. Grantee will also notify the ELD of any change in location due to an emergency or disaster as soon as is practical. A Grantee's change in location is subject to prior written approval of the ELD.

Grantee must have access to the Internet and a valid email address. Costs associated with this requirement may be included as part of the grantee's budget.

Grantees will maintain family, child and financial records in a secure location to ensure confidentiality and prevent unauthorized access. Grantees must maintain detailed financial

records including, but not limited to, general ledgers, receipts, invoices, and all supporting documentation to track Preschool Promise expenditures. Current-year student records should be maintained at Grantee's program office or classroom site.

Grantees must be in compliance with all applicable state, local and federal laws, rules and regulations, including applicable licensing requirements, in order to participate in the Preschool Promise program. Grantees are required to notify the ELD within 5 business days of receiving any licensing, regulatory or compliance violations.

Grantees are required to participate in Oregon's Quality Rating and Improvement System, Spark, to the extent possible for their provider type designation.

Waivers

A grantee may request a waiver of the requirements of ORS 329.172(7), OAR 414-470-0040 or any of the program requirements during the first years of the Preschool Promise grantee's participation in the Preschool Promise program. Waivers of requirements will be considered on a limited, temporary basis for modifications to delivering Preschool Promise services during the COVID-19 emergency (see Appendix D for details).

The Grantee must submit the waiver request to the Program Manager using the following form found here: <https://app.smartsheet.com/b/form/3e16259f588a442f8bd62996a525e966>

The ELD will review the request and if necessary provide technical assistance to the Grantee. Each waiver request must include the provision that is being requested to be waived and a plan to satisfy any waived program requirements with respect to children served or timelines and any technical assistance needed to implement the plan.

If your waiver request is denied, you may appeal denial of waiver by submitting a written request to PSP@state.or.us to appeal the ELD's decision. The ELD will review the appeal and respond to you in writing. If the ELD sustains the determination of denial, you may further appeal the determination to the ELD Early Learning Systems Director within 10 calendar days of receipt of the ELD's denial of appeal. Grantees who have an approved waiver will be monitored quarterly, or in accordance to approved waiver associated timelines, by the ELD on progress toward meeting the waived requirement(s).

Support and Assistance

The ELD provides technical assistance and training to grantees for the purposes of improving program quality, helping prepare children to succeed in school or any other function related directly to program administration. Both a Program Manager and Grant Manager are listed in the Point of Contact section of this manual and are available for questions.

Preschool Promise program staff must attend and participate in state approved professional development and technical assistance activities as deemed necessary and appropriate by the ELD. Participation in professional development/technical assistance must ensure all teaching staff and leaders engage in ongoing professional learning experiences that include collaborative, job-embedded strategies, such as coaching, mentoring, and peer learning groups to develop professional competencies, strengthen program quality, and improve child outcomes. A minimum of 20 hours of professional development is required. Budgets should include adequate substitute coverage in order to meet this requirement.

ELD will designate a Preschool Promise Quality Improvement Specialist and a Coach at each Child Care Resource and Referral agency across the state. These positions will support Preschool Promise Grantees with coaching, technical assistance and training for the purposes of improving program quality and helping prepare children to succeed in school.

ELD will designate the lead entity to support grantees in the recruitment, eligibility, selection and placement of Preschool Promise families. Each Early Learning Hub is assigned a Coordinated Enrollment Specialist responsible for connecting families to community resources and assisting Grantees with child and family referrals.

Appendix A: EGMS Registration Instructions

Accessing Grant Funds

In order to access your grant funds, your early learning program must have a vendor number in the statewide payments system, an Oregon Department of Education (ODE) Institution ID, and must request Claim Administrator access to our Electronic Grant Management System (EGMS).

If you have not received a previous grant through the Oregon Department of Education, you will need to be entered into the systems before you can claim or receive payments. The following information will help you submit the documentation needed to complete your enrollment into the systems. Because there is more than one system that needs to be activated in order to process your grant funds for payment, we recommend completing these items in the following order:

1) Vendor Number –

In order to establish a state vendor number, you will need to submit a W-9 to the Oregon Department of Education, care of Kristie Miller.

W-9 in English – <https://www.irs.gov/pub/irs-pdf/fw9.pdf>

W-9 in Spanish – <https://www.irs.gov/pub/irs-pdf/fw9sp.pdf>

You may use one of two methods to submit this document:

1. US Postal Service Mail – If you are using the US Postal Service, please send your W-9 to:

Attention: Kristie Miller
RE: New ELD Grantee Vendor
Oregon Department of Education – Public Service Building
255 Capitol Street NE
Salem, OR 97310

2. Secure File Transfer – If you would like to submit a scanned copy of your W-9, you may use Secure File Transfer found at <https://district.ode.state.or.us/apps/xfers/> . Instructions for this process are listed at the end of this section.

All W-9 submissions for a new vendor number will need to include the following message written at the top of the W-9 form:

“I am submitting this W-9 as a new ELD grantee to be included in the vendor system.”

Failure to add this statement may result in your W-9 not being processed.

2) EGMS Access Request Form –

Complete the EGMS Access Request Form available here:

English –

https://district.ode.state.or.us/wma/apps/egrants/egms_access_request_form_rev20200610_fillable.pdf

Spanish –

<https://district.ode.state.or.us/wma/apps/egrants/formulario-de-solicitud-de-acceso-a-egms-20200610-rellenable.pdf>

This document requires a physical signature, but does not have to be an original document. If you do not have a scanner, you may take a photo of the document (please make sure it's legible) and submit the photo or a scanned EGMS Access Request Form.

Submit this with your Institution ID request (see below).

If you have questions on this form, please email ode.egms@state.or.us.

3) Institution ID –

Request an Institution ID or confirm that you already have one. To see if your organization already has an Institution ID, you may search for it here: <https://www.ode.state.or.us/institid/>.

If you do not have one, you will need to complete the online form located at <https://app.smartsheet.com/b/form/9f35bc8c0f8240b08c94542c9dd0503b> and attach your completed EGMS Access Request Form to this request.

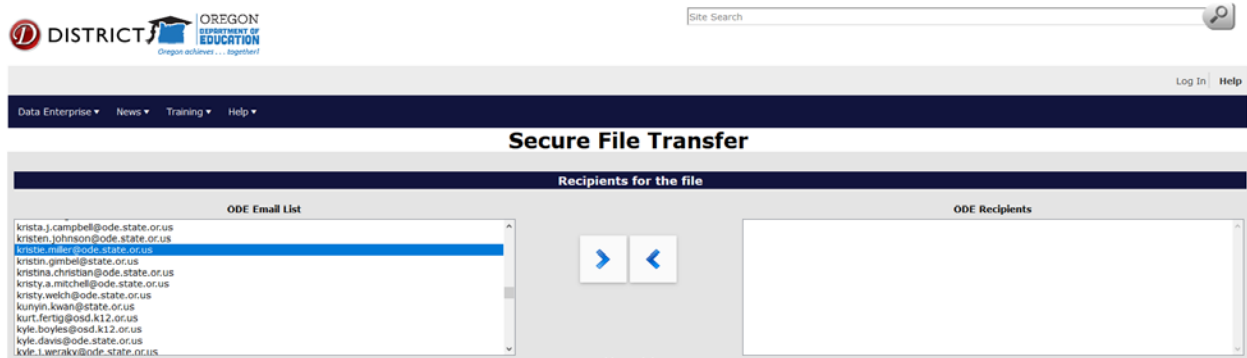
If you have questions about the online form, please contact ode.institutions-request@state.or.us.

You will be contacted if there are additional questions about any of your documentation for this process. Setting up your information in our databases may take up to 2 weeks. Because information has to be entered in multiple systems, grants cannot be fully set up in EGMS until this process is complete.

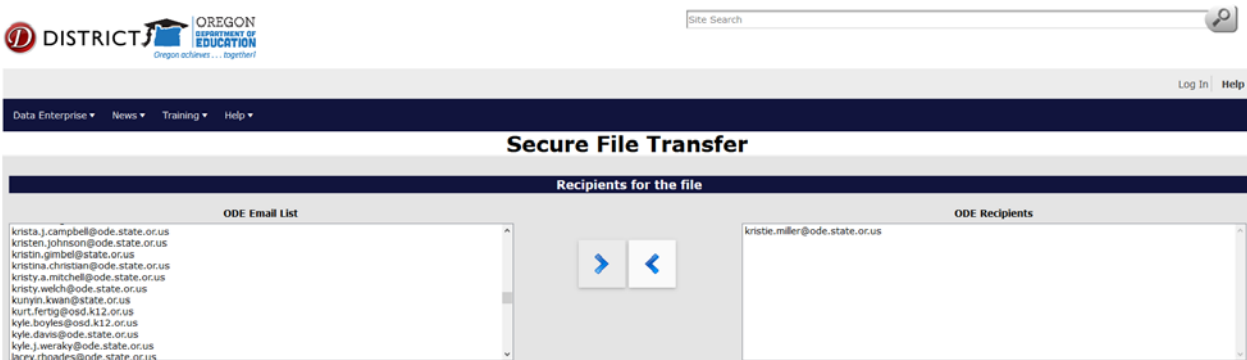
Secure File Transfer for Submitting W-9

To begin, use this link to go to the Oregon Department of Education site for Secure File Transfer <https://district.ode.state.or.us/apps/xfers/>.

On the left hand side, select kristie.miller@ode.state.or.us from the ODE Email List. Then click on the right pointing button to add the name to the ODE Recipients section.



You should now see kristie.miller@ode.state.or.us in the column on the right.



Next, enter your email address in the section Email of Person Sending the File.

Email of person sending the file

Enter your email address:

Next, use the Select File button to upload your signed, scanned copy of your W-9.

File being sent

Locate the file to send

(File size must be under 1 GB)

Allowed file types: .TXT, .DOC, .XLS, .XLSX, .PDF, .HTM, .HTML, .ASP, .ASPX, .PPT, .PPTX, .PPSX, .CSV, .GIF, .JPG, .JPEG, .ZIP, .DAT, .MDB, .XML, .SMF, .DBF, .DOCK, .PPS, .MSG, .MP3, .MP4

Once you have completed the upload, you will need to enter the message “I am submitting this W-9 as a new ELD grantee to be included in the vendor system” in the Message to Accompany File section.

Message to accompany file

Enter your message here

Once all of these steps are completed, click on the button marked Send File.

You will receive a copy verifying that your secure file transfer was submitted.

Appendix B: EGMS External User Guide

You may view the [guide](https://drive.google.com/file/d/1ls-mQb4CVXc0uikPRDOvgC-TVwanHWEM/view?usp=sharing) at <https://drive.google.com/file/d/1ls-mQb4CVXc0uikPRDOvgC-TVwanHWEM/view?usp=sharing>.

Appendix C: Agency's Equity Goals and Objectives

EQUITY GOALS

All of Agency's work is in service to children, families and communities to support all of Oregon's young children and families to learn and thrive.

Agency knows that communities represent Oregon's best opportunity to improve educational outcomes. Strength-based approaches and Asset-based Mindsets will support Agency's efforts to operationalize equity. Agency recognizes that in order for each and every child and family to learn and thrive, they must be provided with differentiated, person-centered resources and support.

Agency supports culturally responsive services that are respectful of, and relevant to, the beliefs, practices, culture, and linguistic needs of diverse consumer and client populations and communities. Cultural responsiveness refers to the capacity to respond to the issues of diverse communities. It thus requires knowledge and capacity at different levels of intervention: systemic, organizational, professional and individual.

Grantee must carry out the following equity objectives when performing Project activities in furtherance of Agency equity goals.

EQUITY OBJECTIVES

1. Grantee's entire organization will work to build a climate that promotes acceptance, inclusion and respect of all individuals;
2. Grantee's staff must understand the communities they serve, in a non-static manner, including the communities' culture, values, norms, history, customs, and particularly types of discrimination, marginalization and exclusion they face in this country. Grantee must apply that knowledge to services it provides under this Grant in a responsive, non-limiting and non-stereotyping manner;
3. Whenever possible, Grantee must interact with program participants according to their preferred cultural norms including social greetings, family conventions, dietary preferences, welcoming culture, healing beliefs and spiritual needs;

4. Grantee's staff will engage in continuous learning about their own biases, assumptions and stereotypes that limit their ability to be culturally responsive, and to understand how these biases affect their work with program participants; and
5. Grantee will use data concerning needs, demographics and risks of the community in the determination of which populations to target and prioritize for program participation.
6. Grantee must require in any subcontract, purchase, or other agreement used to carry out the Project that the performing entity shall not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, marital status, national origin, political affiliation, or the presence of any sensory, mental, or physical disability.
7. Grantee must take affirmative action to ensure that applicants and employees are treated without discrimination because of their race, color, religion, age, sex, political affiliation, disability, or national origin. Such action shall include, but not be limited to, employment upgrading, demotion or transfer, recruitment and recruitment advertising, layoff or termination, rates of pay, or other forms of compensation and training.

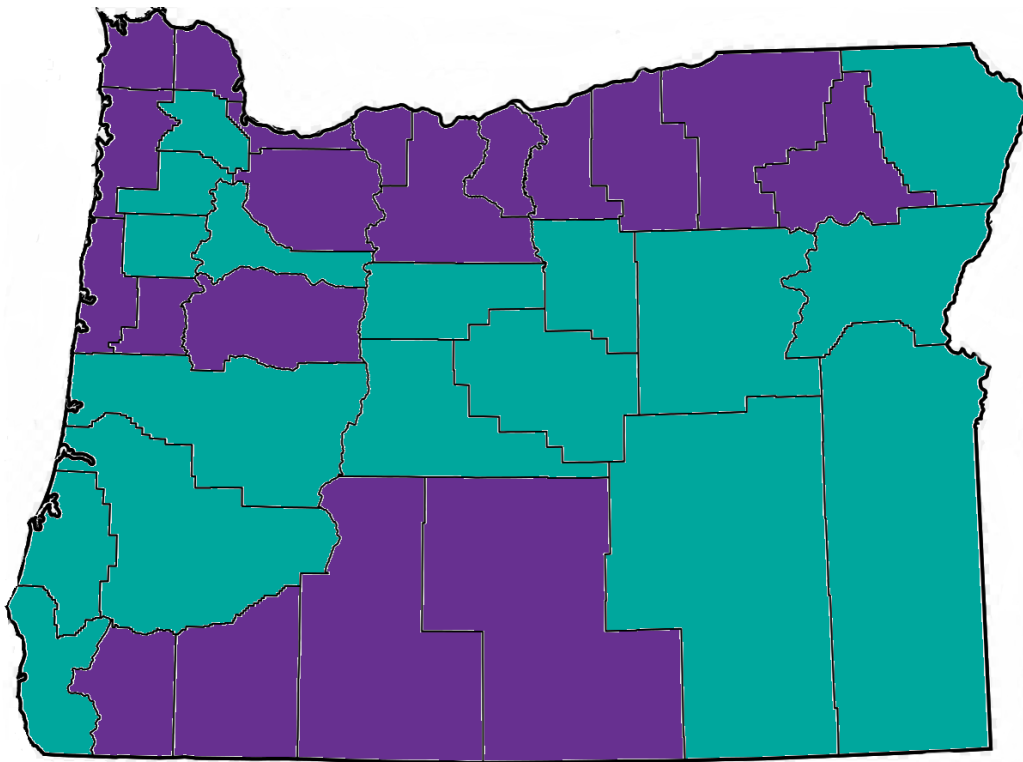
EQUITY DEFINITIONS

Asset-based mindset: A mindset that focuses on seeing potential rather than deficits and draws upon the strengths of children, families, and communities to develop and enhance Grantee's services.

Strength-based approach: Policies, practice methods, and strategies that identify and draw upon the strengths of children, families, and communities to develop and enhance Grantee's services.

Historically Underserved Communities: Refers to communities that the Early Learning Council Equity Implementation Committee identified as African American, Asian and Pacific Islander, English Language Learners, Geographically Isolated, Immigrants and Refugees, Latino, Tribal Communities, and Children with Disabilities, Economic Disparities, or of Incarcerated Parents/Parental Figures.

Appendix D: Grant Manager Contacts



Grant Manager	Service Region
Ranya Aboras	Blue Mountain Early Learning Hub
	South-Central Oregon Early Learning Hub
	Early Learning Hub of Multnomah
	Early Learning Hub of Linn, Benton, and Lincoln
	Four Rivers Early Learning Hub
	Northwest Early Learning Hub
	Federally Recognized Oregon Indian Tribes
	Southern Oregon Early Learning Hub

Grant Manager	Service Region
Anthony Martirano	Clackamas Early Learning Hub
	Eastern Oregon Early Learning Hub
	Lane Early Learning Alliance
	Frontier Early Learning Hub
	Yamhill Early Learning Hub
	Early Learning Hub of Washington County
	Early Learning Hub of Central Oregon
	Marion & Polk Early Learning Hub
	South Coast Early Learning Hub

Appendix E: Service Delivery Model Options during COVID-19

The Early Learning Division (ELD) recognizes that some grantees may be challenged to implement all requirements of Preschool Promise during the COVID-19 State of Emergency. These grantees may include:

- Programs with staff that meet one or more of the risk factors for COVID-19
- Families or children that meet one or more of the risk factors for COVID-19
- Programs located in elementary schools which are not allowing in-person services
- Programs located in elementary schools which are not providing meal services
- Programs that are unable to meet *Health and Safety Guidelines for Child Care in COVID-19*

If a Preschool Promise grantee determines they are unable to serve all enrolled children onsite, or meet one or more program requirement(s) during the current COVID-19 State of Emergency, they must seek a waiver using the process identified in this grant manual. Waiver requests must include which Preschool Promise requirements a grantee is seeking to modify, how the grantee will provide equitable educational services to families, how grantee will support staff and staffing workload, and plans for intentional family communication and engagement.

Grantees *may not* fill in person publicly funded slots meant for those children in a comprehensive home based waiver option while simultaneously serving filling the same enrollment slots with children being served onsite.

Program Service Delivery Waiver Options

Comprehensive Home-Based Learning

In this option, all enrolled children are served through remote, home-based comprehensive services. Staff work with enrolled families to deliver comprehensive services in the child's home. Staff work in partnerships with families to develop and discuss:

- Learning goals for child(ren)
- Weekly learning plan
- Play based learning activities for families and children to do at home
- Child's development and experiences
- Reflections on the child's behaviors and experiences

- Family support goals, including connecting the families with resources and materials to support their child’s learning and development
- Communication plan with families, including schedule of virtual, phone or in person conversations for the week

Relationships and connections are prioritized in the planning. Staff must work to engage with families daily. Virtual interactions with children are allowed but should not be the norm or primary mechanism for educational activities. Children being served through Comprehensive Home-Base Learning are considered fully enrolled in Preschool Promise.

To implement this option, grantees must demonstrate how they will meet Preschool Promise requirements, and develop additional policies and procedures to address:

- Family communication plans and logs
 - Family communication plans must include daily contact attempts with families being served through Comprehensive Home-Base Learning
- Family resources and technology needs
- Delivery and support of developmentally appropriate play-based learning activities
- Collecting child observations
- Conducting developmental screenings and developmental assessments
- How to track and report attendance
- Professional development plans for all staff
- Evaluate and planning for potential waiver change to hybrid delivery or in-person delivery

Hybrid #1- Daily Onsite and Comprehensive Home-Based Learning

In this option, grantees may identify a specific number of children to be served in a stable group onsite daily, in their physical classroom. The remaining enrolled children may be served through Comprehensive Home-Based Learning, as described above. The children served onsite and onsite staff must meet the stable group guidance.

To implement this option, grantees must demonstrate how they will meet Preschool Promise requirements, and develop additional policies and procedures to address:

- Family communication plans and logs
 - Family communication plans must include daily contact attempts with families being served through Comprehensive Home-Base Learning
- Family resources and technology needs
- Delivery and support of developmentally appropriate play-based learning activities

- Collecting child observations for children served remotely
- Conduct developmental screenings and developmental assessments for children served remotely
- How to track and report attendance for children served remotely
- Professional development plans for all staff
- Evaluate and planning for potential waiver change to comprehensive home-based delivery or in-person delivery

Hybrid #2- Staggered Scheduling and Comprehensive Home-Based Learning

In this option, grantees divide the total classroom enrollment into two stable groups. Stable groups are served onsite, on a rotating schedule. ELD has identified two approaches for *Staggered Scheduling and Comprehensive Home-Based Learning*:

Group A- in person services Monday and Tuesday

Group B- in person services Wednesday and Thursday

Group A and B- remote services on Friday

-OR-

Group A: daily onsite AM session (stable group A); PM Comprehensive Home-Base Learning

Group B: daily onsite PM session (stable group B); AM Comprehensive Home-Base Learning

To implement this option, grantees must demonstrate how they will meet Preschool Promise requirements, and develop additional policies and procedures to address:

- Family communication plans and logs
 - Family communication plans must include daily contact attempts with families being served through Comprehensive Home-Base Learning
- Family resources and technology needs
- Delivery and support of developmentally appropriate play-based learning activities for when children are served remotely
- Collecting child observations for children served remotely
- Conduct developmental screenings and developmental assessments for when children are served remotely
- How to track and report attendance for when children are served remotely

- Professional development plans for all staff
- Evaluate and planning for potential waiver change to comprehensive home-based delivery or in-person delivery
- Cleaning and sanitization of environment and materials in between stable groups

Program Specific Design

In this option, grantees may design a locally appropriate approach which can be demonstrated to best meet the needs of children, staff and families. Program requirements and Oregon Early Learning and Kindergarten Guidelines must still be met.

To implement this option, grantees must demonstrate how they will meet Preschool Promise requirements, and develop additional policies and procedures to address:

- Family communication plans and logs
 - Family communication plans must include daily contact attempts with families being served through Comprehensive Home-Base Learning
- Family resources and technology needs
- Delivery and support of developmentally appropriate play-based learning activities across delivery methods
- Collecting child observations for any children served remotely
- Conduct developmental screenings and developmental assessments for any children served remotely
- How to track and report attendance
- Professional development plans for staff
- Evaluate and planning for potential waiver change to comprehensive home-based delivery or in-person delivery

Waiver Implementation

Grantees must submit their Service Delivery during COVID-19 Waiver Request before beginning services and have it approved prior to modifying services, using the process identified in this grant manual.

Granted waivers are valid for 30 days following the date Gov. Kate Brown lifts the State of Emergency; grantees have thirty (30) days to return to normal operation operations.

Grantees must provide ELD notification of any change or cancellation to waiver, prior to returning to full in-person services or implementing change in program delivery.

Preschool Promise grantees must include following information about their COVID-19 planning and delivery in their monthly and quarter reports:

- What adaptations have been made to their service delivery waiver?
- Are there additional requirements they are not able to meet? If so, what has the process been to address these requirements?
- Family engagement logs
- Additional TA requests
- Current staffing patterns and any available time studies

See the Progress Reports section of this manual for more information.