

Preschool Promise Program Grant Manual

VERSION 3.0



**PRESCHOOL
PROMISE**

PRESCHOOL PROMISE PROGRAM GRANT MANUAL

Program Year 2022-23



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Oregon Early Learning Division
OregonEarlyLearning.com

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PROGRAM OVERVIEW

The Early Learning Division (ELD) operates programs for children birth through five and their families. These programs offer high-quality early care and education services to families who face economic challenges.

The Preschool Promise Program (PSP) is a high-quality, publicly funded preschool program that serves families with incomes at or below 200 percent of the Federal Poverty Level and children in foster care. PSP is delivered in a variety of settings including centers, homes, and schools.

ABOUT THIS GRANT MANUAL

This Grant Manual explains the ELD's expectations as you administer the Preschool Promise Program. It contains information and instructions you need to successfully perform the work for which you are awarded grant funds.

The Grant Agreement is the binding legal document between the ELD and the Grantee and contains the description of the work and the terms and conditions that govern the work you are agreeing to perform for the ELD. This Grant Manual is made a part of the Grant Agreement and includes additional requirements pertaining to the work.

The intended audience for this Grant Manual is Grantees, and Grantee staff who are responsible for operating the PSP program.

POINT OF CONTACT

The ELD provides support to Grantees for the purposes of improving program quality, helping prepare children to succeed in school, or any other function related directly to grant administration. Communication is the key to an effective and efficient grant process. Please be sure to keep your contact information current with ELD grant staff and local partners so that information sent by ELD and partners reach the correct individuals. You are encouraged to have regular and frequent contact with ELD grant and program staff and local partners.

State Support

The Grant Manager role is to provide information related to the following: budget, budget revisions, allowable and unallowable costs, payment information, help with EGMS access and claims, reports and audits. In addition, the Grant Manager will audit grant requirements and project expenditures that you submit. The Program Manager will be the primary point of contact for program quality requirements and service delivery for Preschool Promise; the Program Manager will also review and approve any subcontracting and program waivers. ELD contact information:

Grant Manager

Anthony Martirano
Summer Street NE, Suite 350
Salem, OR 97301
P: 503.856.2895
E: PSP@ode.oregon.gov

Program Manager

Dayna Jung
700 Summer Street NE, Suite 350
Salem, OR 97301
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Local Support

Child Care Resource & Referral (CCR&R)

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.

Early Learning Hub

ELD will designate an Early Learning Hub as 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.

PRESCHOOL PROMISE SHAREPOINT SITE

The Preschool Promise SharePoint Communication site will be used by ELD to communicate directly with Grantees. It is the best source for the most up-to-date news and updates, report links, and other information critical to the successful operation of the Grantee's program. Grantees are expected to remain up-to-date with the content on this site.

Grantees will need to gain authorization to access the site. Please send an email to PSP@ode.oregon.gov letting us know the following: who the primary point of contact is, the name of your program, and request access to the SharePoint site. Then, click on the following link: <https://odemail.sharepoint.com/sites/PreschoolPromiseHub> and click the button, "Request Access."

PROGRAM QUALITY REQUIREMENTS

Grantees are responsible for achieving all program quality requirements. Supports for reaching these requirements are available to all Grantees through the local Child Care Resource and Referral Agency (CCR&R). The Grantee's responsibility is to ensure they connect with the supports needed to implement these requirements successfully.

Program Operations

Hours and Attendance

A current 21/22 Grantee who is not seeking an expansion in the 22/23 program year must begin operating Preschool Promise Program classroom(s) no earlier than August 1, 2022, and no later than September 30, 2022, and must end the program year no later than June 30, 2023.

New 22/23 Grantees, and 21/22 Grantees that receive expansion, must begin the new or expanded services no earlier than August 1, 2022, and no later than October 30, 2022, and must end the program year no later than June 30, 2023.

Grantees must offer the Preschool Promise Program as follows:

- For a minimum of 900 direct service hours per Program Year,
- In a service delivery model that is no less than 6 hours per day,
- No operation outside of the daily 7:00 am to 7:00 pm schedule,
- 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.**

Grantees must achieve a minimum average monthly attendance rate of 85 percent for all children enrolled in the Grantee's Preschool Promise services. If average monthly attendance falls below this number, Grantees will be required to submit an improvement plan.

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

Grantees must approve absences beyond 15 consecutive business days and may not approve an absence for more than 25 consecutive business days unless otherwise approved by the ELD.

Absence without Approved Leave

Grantees may disenroll a child that is absent for more than 15 consecutive business days if they have made multiple attempts to contact the family regarding the absence. The Grantee must notify ELD and the Early Learning Hub of the vacancy within three business days so the slot can be filled. A disenrolled child remains eligible for services and may be reenrolled if a slot becomes available.

Class Size, Teacher-Child Ratio and Staff Scheduling

Maximum class size of 18 with an adult to child ratio of 1:9. 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 classroom.

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 teacher assistant.

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. If license exempt, 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.

Effective Leadership, Collaboration, and Professional Learning

Program Mission and 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](#)).

Continuous Quality Improvement Reporting

All PSP Grantees, including staff, must participate in required training and technical assistance. This includes coaching, technical assistance, and trainings provided by the Child Care Resource and Referral agency for Preschool Promise Grantees. PSP Grantees will co-create written technical assistance plans with CCR&R TA Staff, and submit those plans to ELD; participation will be monitored. This plan will focus on assessing and improving the ability of Grantees to meet PSP quality requirements.

CCR&R consultation and/or coaching may include, but is not limited to:

- program assessment (both self-assessment and/or evaluation from an outside observer);
- completion of a continuous quality improvement plan;
- technical assistance on business practices;
- professional learning supports on implementing curriculum; or
- participation in a Preschool Promise Focused Child Care Network.

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, individualized 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/Transitioning-to-Kindergarten/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.

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. The screening may be completed through partnership with another agency, such as local EI/ECSE providers or pediatric offices. Parent/guardian consent must be received prior to the child being screened. The results of screenings must be shared with families and Grantee must do any follow up deemed appropriate (ex. refer to ECSE provider).

Program Environment and Curriculum

Grantees are expected to create program policies and procedures that ensure the PSP program allows for positive interactions between and among educators, administrators, and children. This includes ensuring environments are:

- Safe,
- Respectful,
- Welcoming,
- Promote positive peer relationships, and
- Promote self-confidence.

Grantees must have a written policy concerning sexual abuse exposures. The policy must include processes for responding to inappropriate behavior, breaches in policy, and allegations and suspicions of abuse.

All Preschool Promise classroom staff will consistently model expected learning and behavioral skill for students, promote classroom management practices that are positive and support children in the development of social skills.

Programs must also implement a curriculum that meets the following requirements. The Grantee must be implementing the chosen curriculum to fidelity, as defined by the developer of the curriculum. Grantees are expected to select and implement a curriculum that is:

- aligned with Oregon’s Early Learning and Kindergarten Guidelines,
- based on the science of child development and how young children learn,
- culturally and linguistic responsive,
- balanced with adult-directed and child-initiated activities,
- specifies outcomes for key areas of development,
- allows for adaptability to build on children’s’ interests,
- explores topics that are relevant to the school community,
- designed to provide specialized and individualized instruction for child with a disability, and
- support positive adult-child interactions.

Regardless of the curriculum or approach to teaching used, Grantees are required to:

1. Post activity plans that include evidence of individualization, and
2. 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.

Assessment

Grantees must conduct ongoing formative 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.

Inclusionary Practices

The Preschool Promise classroom environment must be inclusive of all children, regardless of ability, family composition, culture, language, or family income.

Grantee is 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) and to work in partnership with the local early childhood special education (ECSE) provider and parent to appropriately support each child’s development.

Grantees, with the support and resources of the local ECSE provider, must assure that a child’s Individualized Family Support Plan (IFSP) goals, accommodations, modifications, and supplementary supports are fully integrated into all planned learning activities.

The Grantee must have a policy regarding suspension and expulsion that focuses on support to sustain attendance and placement. The policy must include protocols followed by the Grantee when a child exhibits persistent and serious challenging behaviors. The policy must detail how a program will explore all possible

options to facilitate the child's safe participation in the program and a process to document all steps taken to maintain the child's placement.

The policy must also include at a minimum the following actions:

- Observations of initial and ongoing challenging behaviors.
- Communication and collaboration procedure with parents/legal guardian, including participation of the parents/legal guardian in planning and decision-making.
- Consultation with the local ECSE provider.
- Consultation with the local Child Care Resource and Referral agency, Early Learning Hub
- Written consent of parents/legal guardian, as required, to consult and collaborate with:
 - Local ESCE provider,
 - Inclusive Partners,
 - Child Care Resource & Referral agency,
 - Early Learning Hub,
 - Other community services (if available and deemed appropriate) such as a mental health consultant,
 - Child's health care provider, and
 - Other specialists as needed.
- Identification of a strategy to utilize additional resources and to support sustaining attendance and placement.
- Process to develop short and long term plans to address the behaviors, support sustaining attendance and placement. Plans must address support for the child, support for the family, support for the teaching staff, and program CQI.
- Planned transitions to settings that better meet the child's and/or family/guardian's needs are not considered an expulsion and documentation of parent/guardian's decision to transition child is required alongside the documentation outlined above.

The policy must take into consideration:

1. Limitations on suspension:
 - A. A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.
 - B. A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
 - C. Before a program determines whether a temporary suspension is necessary, a program must collaborate with the parents and consult with its local Child Care Resource and Referral agency, Early Learning Hub, and Early Intervention/Early Childhood Special Education, using their processes and utilizing additional resources as needed to determine if no other reasonable option is appropriate.
 - D. If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:
 - a. Continuing to engage with the parents and any other necessary supports for the child;
 - b. Developing a written plan to document the action and supports that will be provided;
 - c. Providing services that include home visits; and,

- d. Determining whether a referral to a local agency responsible for implementing special education services is appropriate.

2. Prohibition on expulsion:

- A. Grantee must follow the steps above to collaborate with the parents and consult with its local Child Care Resource and Referral agency to maintain a child's placement in PSP.
- B. When child exhibits persistent and serious challenging behaviors, a program must explore all possible options and document all steps taken to address such problems, and facilitate the child's safe participation in the program.
- C. Before considering an alternative placement for the child, the provider must consider the capacity of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability and if the child has an individualized family service plan (IFSP), the program must consult with the agency responsible for the IFSP to ensure the child receives the needed support services.
- D. If the child does not have an IFSP, the program must receive parental consent to refer the child to the local agency responsible for implementing IDEA to determine the child's eligibility for services.
- E. If, after a program has explored all possible steps and documented all steps taken as described above, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant (if appropriate and available) determines that the child's continued enrollment presents a serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities and the Early Learning Hub to directly facilitate the transition of the child to a more appropriate placement.

3. Data Collection

The Program must have procedures to collect and track data that includes but is not limited to:

- A. Number of children who left the program during the program year,
- B. Number of planned transitions to other programs due to children's behaviors,
- C. Number of temporary removals or suspensions due to safety threats, and
- D. Ability to disaggregate data by race/ethnicity, age, gender, language, and disability.

Supports for Dual Language Learners

Instructional leaders and teachers recognize bilingualism and biliteracy 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.

Grantees must have appropriate training in supporting dual language learners, children with special needs, and family structures that may not be reflective of their own.

All curricula used must meet the needs of linguistically diverse learners.

Family Engagement

Family Engagement and Parent Voice

Grantees must cultivate a high-quality, culturally responsive family engagement environment that supports the following:

- 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.

- Grantee must provide an orientation for all families enrolled in the program no later than 30 days from the date the child first attends the program and prior to the first Parent and Teacher conference.
- Grantee must offer families a minimum of three Parent and Teacher Conferences annually.
- 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

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:
 - Early childhood education or a field related to early childhood education; or
 - 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).

Teacher Assistants must:

- demonstrate competencies as defined by Step 5 of the ELD professional development system, office of child care rules for Aid II; or
- a similar standing within the credentialing system for K-12 teachers in Oregon.

Substitute Teachers/ Teacher Assistants

A substitute lead teacher and/or teacher assistant must be present and working in the Preschool Promise classroom for each day that a lead teacher and/or teacher assistant is absent, whether due to illness, required training, or personal leave.

Long term lead teacher substitutes (e.g. the substitute for a teacher on maternity leave longer than 21 calendar days) must have qualifications equivalent to the original teacher. If the long term substitute lead teacher has lower qualifications than the original teacher, a waiver will be needed. Long term substitutes must be reported to the ELD in writing within fourteen (14) calendar days of substitution.

Personnel Salary and Background Requirements

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.

LEAD TEACHER	QUALIFICATION LEVEL	TARGET SALARY (HOURLY)	MINIMUM SALARY (HOURLY)
	Bachelor’s Degree (BA/BS)/ Registry Step 10	\$36	\$25
	Associate’s Degree (AA)/ Registry Step 9	\$31	\$22
	Child Development Associates (CDA) Credential/ Registry Step 8	\$24	\$18
TEACHER ASSISTANT	QUALIFICATION LEVEL	TARGET SALARY (HOURLY)	MINIMUM SALARY (HOURLY)
	Child Development Associates (CDA) Credential or above/ Registry Step 7 or above	\$22	\$16
	Registry Step below 7	\$18	\$12 <i>(or local minimum wage, whichever 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. Per OAR 414-061-0030 all PSP program staff are considered “subject individuals” and must comply with all administrative rules applicable to the Office of Child Care Central Background Registry (currently found in Chapter 414, Division 61 of the Early Learning Division’s administrative rules).

Grantees shall not unlawfully 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.

Professional Development

Grantee 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. For grantees who have a coaching system in place required training includes ELD's coaching pathways facilitated by the Early Learning System Initiative at Oregon State University: mentor coaching, workshops, tiered coaching certification, and communities of practice.

A minimum of 20 hours of professional development is required. Budgets should include adequate substitute coverage in order to meet this requirement.

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 to the ELD Grant Manager within 30 days of the executed Grant Agreement date. For continuation amendments, an updated budget plan is due within 30 days from Grant Amendment effective date. The ELD Grant Manager will review, request a revision, or approve budget plans within 14 business days of submission.

Making adjustments (increases or decreases) to budget categories after the budget is approved requires a budget revision. Revisions to 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.

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:

- A. Limit Administrative costs to 15 percent of your total budget;
 - B. Include adequate substitute coverage in order to meet staff professional development requirement;
 - C. Include appropriate fund allocations to meet PSP salary requirements.
- Staff time for participating in training and other professional learning opportunities shall be paid. Preschool Promise funds are used to pay for training/professional development opportunities and related costs (i.e., substitutes, mileage, per diem). Mileage and associated per diems are reimbursed at the current federal government rates. Budgets should include adequate substitute coverage in order to meet this requirement.

Allowable and Disallowable Costs

Overall guidance for these funds are that they must be used for costs that are reasonable, necessary and directly related to the project activities.

If programs are receiving multiple funding sources and are operating a blended classroom, shared resources must be allocated appropriately as to not subsidize another program. Funding sources in blended classrooms

should be leveraged to fairly distribute costs across all programs operating within the same classrooms. Grantees can use a percentage, formulas, methodology, or other logical and rational framework to allocate appropriately to each funding source. Each funding source should contribute to the shared resources used in the classroom and can be determined, for example, by using the percentage of PSP children in the classroom.

Below are some examples of allowable and unallowable costs for the program:

Cost Example	Allowable	Start-up
Purchase of land, buildings, or vehicles	No	No
New construction and design	No	No
Rent/ lease of space or vehicles directly related to the program	Yes	No
Facility improvements (minor repairs or renovations related to health or safety, as approved by Agency)	Yes	Yes
Transportation, including maintenance, fuel, insurance, etc. related to the program	Yes	No
Travel related to the program (rates may be based on Grantee’s internal policy or government guidelines: www.gsa.gov)	Yes	No
Business insurance	Yes	No
Fines, penalties, damages, legal settlements, etc.	No	No
Classroom supplies and equipment to support quality and inclusion activities	Yes	Yes
Equipment and computers for program use	Yes	Yes
Materials and supplies directly related to the program	Yes	Yes
Curriculum and assessment materials	Yes	Yes
Inclusionary support and practices	Yes	Yes
Professional services costs directly related to the program	Yes	No
Food and preparation supplies for enrolled children	Yes	Yes
Health screenings for enrolled children (e.g., vision, hearing, dental)	Yes	Yes
Printing and publications, reports, and manuals directly related to the program	Yes	No
Salaries and fringe benefits for lead teachers, teacher assistants/ aides, and other staff directly supporting the program	Yes	No
Professional development and training for lead teachers, teacher assistants/ aids, and other staff directly supporting the program	Yes	No
Memberships in business, technical, and professional organizations directly related to the child care business	Yes	No
Memberships, goods, or services for personal use	No	No
Meetings (e.g., food, rental of equipment/ space, transportation) directly related to the program	Yes	No
Staff entertainment (e.g., alcohol, food, lodging, rentals, transportation, and gratuities)	No	No
Promotional items, gifts, gift cards, prizes, etc.	No	No
Political activities	No	No
Fundraising, loans, and investments management	No	No
Administrative costs, including indirect costs (limited to 15%)	Yes	Yes

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

REQUIRED 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. If an unavoidable circumstance arises, you may submit, in writing, a deadline extension request to the Grant

Manager listed in this manual at least 5 business days prior to the report due date.

PAYMENT PROCESS

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

Grantee may request payment on a monthly or quarterly reimbursement basis by submitting their claim(s) in EGMS and the corresponding Draw Report utilizing the ELD provided tool. Monthly claims may be submitted as reimbursement for the previous calendar month or may be submitted based on anticipated costs for the current calendar month. Quarterly claims may only be submitted as reimbursement for the previous calendar quarter.

Regardless of whether your EGMS claim(s) reflect a monthly or quarterly reporting period, they must match the total claim amount on your Draw Report for the corresponding reporting period.

Before requesting payment, Grantees must be registered in EGMS. Instructions to register can be found in the Appendix A of this manual. To make changes to an existing registration please email PSP@ode.oregon.gov

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.

VACANCIES AND UNOPENED SITES

Grantees are required to provide services to the number of children and families as specified in Exhibit A of the Grant Agreement. A Grantee must fill a vacancy within 30 days, in coordination with the Early Learning Hub. Grantees are required to notify ELD of any vacancies beyond 30 days in the Preschool Promise Program within three (3) business days. If Grantee has a vacancy for more than 30 days, the following process will apply:

1. Grantee will be required to submit a plan to ELD that includes the following:
 - A. The number of children and families the Grantee is required to serve according to Exhibit A of the Grant;
 - B. Agreement;
 - C. The number of children and families by which Grantee is short of the target number;
 - D. The steps the Grantee will take over the next 60 days to fill vacancies.
2. ELD will evaluate the Grantee's progress through direct contact with Grantee throughout the 60-day period. At the conclusion of the 60-day period, ELD will take the following steps:
 - A. If the Grantee can demonstrate it has no vacancies, no further action is needed.
 - B. If the Grantee still has vacancies of over 30 days, the ELD will notify Grantee that it must submit the following within 7 calendar days:

- a. corrective action plan describing how the Grantee plans to serve more children and families to reach compliance with the Grant Agreement; and
 - b. how the Grantee will continue to operate if Grant Funds are reduced by an amount estimated by ELD.
3. If implementation of the corrective action plan does not result in the timely elimination of vacancies as determined by ELD, ELD will issue an amendment to the Grant Agreement to reduce the number of children and families served and the corresponding funding amount. A fully executed grant agreement and any applicable amendments issued by ELD are required to continue with the PSP program.

Unopened Sites

1. If Grantee has a site that remains unopened for more than 30 days, ELD will:
 - A. Issue Notice of Under-enrollment to Grantee in writing for unopened sites(s) and funding will be suspended immediately for costs equivalent to the unopened sites(s).
 - B. Notify Grantee that it must submit the following within 7 calendar days:
 - a. a corrective action plan describing how the Grantee plans to open the un-opened site(s)) according to the Grant Agreement, and
 - b. how the Grantee will continue to operate should funds be reduced by an amount estimated by the ELD.
 - C. 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 sites compared to the actual sites opened by the Grantee
 - 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
2. The ELD will evaluate the Grantee's progress towards opening planned site(s) and meeting enrollment targets through direct contact with Grantee throughout the 60-day period. At the conclusion of the 60-day period, ELD will take the following steps:
 - A. If the Grantee has opened the site(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 site(s) are opened.
 - B. If the Grantee still cannot demonstrate they have opened the required site(s), the ELD will continue to monitor and provide technical assistance to Grantee.
3. The ELD will evaluate the Grantee's progress through direct contact with the grantee throughout an additional 30-day period. At the conclusion of the additional 30-day period, ELD will take the following steps:
 - A. If the Grantee has opened the site(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 site(s) are opened.

- B. If the Grantee still cannot demonstrate they have opened the required site(s) or are providing service to the number of children and families served in the Grant Agreement, 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. A fully executed grant agreement and any applicable amendments are required to continue with the PSP program.

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 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. Grantees must have insurance in place and copy of the insurance certification submitted to ELD prior to the start of services or grant funds will be disbursed. 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. Insurance coverage by subcontractors must be in place before the start of services.

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 Exhibit C of the Grant Agreement.

SUBCONTRACTING

Grantees may subcontract for specific services, including teaching services. You may not subcontract the totality of your program and all teaching subcontracts will need to be approved by the ELD Program Manager. When teaching services are contracted out, the services must be provided by an entity identified as a Provider type in ELD's Estimated Slot Distribution. 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.

For the purposes of the Preschool Promise grant, an owner of multiple Certified Family (CF) child care homes are seen as subcontracting all teaching services. For any Certified Family (CF) child care home in which the owner is not the owner and provider, the owner must provide the request to subcontract as detailed above and have a written agreement with the provider as described. Any subcontracted CF provider should have the qualifications and pay scale outlined for a lead teacher position.

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:

- Grantee information (name, site, type of Grantee and contact);
- Subcontractor information (name, type of contractor and contact, start and end date);
- Scope of Work for Subcontractor. Details on how Grantee intends to subcontract, 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, compliance with the requirements in the grant agreement, and to measure progress towards accomplishing results and outcomes of the program.

Monitoring includes, but not limited to:

- assessment of documentation and data you maintain;
- obtaining information through licensing records,
- 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, or because of the annual monitoring visit, or to collect information 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. Grantees 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 must provide the ELD staff or its independent third-party contractor access to all records necessary to complete the monitoring visit.

Grantee must 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 agreement or this manual.

At the discretion of the ELD, ELD or an independent third party contractor may 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 child care 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.

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 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 as determined by ELD.

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

Children who are in foster care at the time of enrollment are deemed categorically eligible for PSP regardless of the income level of the family or foster parents.

Recruitment and Enrollment

Grantee must participate in the regional Early Learning Hub coordinated enrollment process which includes but is not limited to: orientations or other trainings related to the process, outreach to and recruitment of potential Preschool Promise children and families, eligibility determinations, and selection and placement of children into Grantee's Preschool Promise Program. These processes will focus on outreach and selection of families who are at or below 200 percent of the Federal Poverty Level.

Grantee shall only enroll families selected through the local Coordinated Enrollment Process administered by Early Learning Hubs. A Grantee is responsible for ensuring that a child has been determined eligible via the Coordinated Enrollment process prior to enrolling the child in PSP services or expending PSP dollars on the child.

As an alternative to eligibility verification conducted by the Early Learning Hub, Tribal Grantees who are PSP providers are permitted to conduct the eligibility verification process for any children enrolled in PSP, following guidelines and requirements described in this manual.

Head Start/OPK who are PSP providers are permitted to conduct the eligibility verification process for any children enrolled in PSP, following their own internal processes for selection and eligibility determination, using the eligibility requirements described in this manual.

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 Therapeutic Classroom program.

Grantees are required to notify Early Learning Hub of any openings in the Preschool Promise Program within three (3) business days. Grantee is required to coordinate with the Early Learning Hub to fill an opening as soon as possible.

Business / Organization Practices

Preschool Promise Program Grantees are not required to provide transportation services, but an eligible 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 applicable laws, including applicable state rules and federal regulations, for the transport of children ages 3 - 5 years of age.

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. Except for emergencies or disasters, 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 Grantee becoming aware of any alleged licensing, regulatory or compliance violations, applicable to Grantee or Grantee's staff, including any individuals providing services pursuant to a sub-agreement.

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 that is maintaining progress towards quality may request a waiver of the requirements of ORS 329.172(5) and OAR 414-470-0040(1) to (5) during the first years of the Preschool Promise Grantee's participation in the Preschool Promise Program.

Except for a request to waive the minimum number of annual instructional hours for a Grantee who begins providing services on or after September 30, 2022, all waiver requests must be accompanied by a Quality Improvement Plan (QIP) for approval by the ELD. The QIP will provide information including, but not limited to, how the program will meet the requirement for which a waiver is requested and a timeline for completing that plan. The QIP must be completed with the involvement of the local CCRR.

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@ode.oregon.gov 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 monthly, or in accordance with approved waiver associated timelines, by the ELD on progress toward meeting the waived requirement(s).

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 already received a previous grant through the Oregon Department of Education and need to make changes to your EGMS profile, please contact PSP@ode.oregon.gov

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:

A. 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

B. 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.

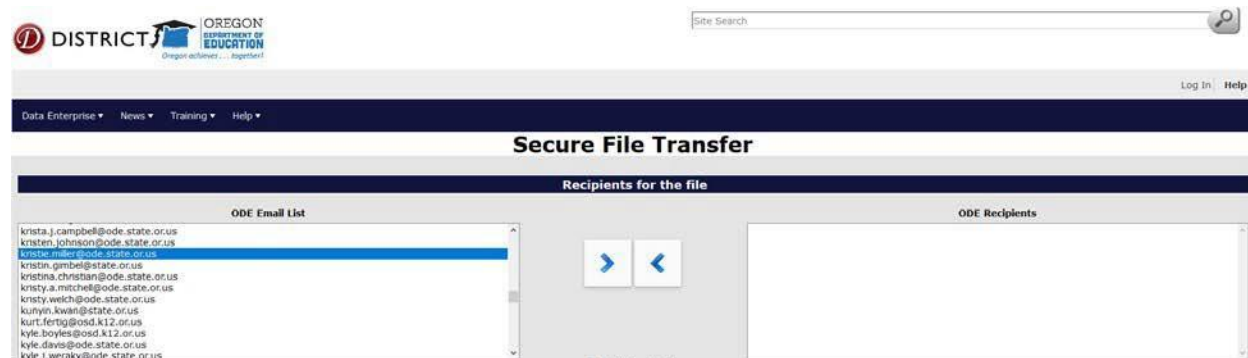
If you have questions about the online form, please contact ode.institutions-request@state.or.us

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.

4. 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.

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

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.

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 at

<https://drive.google.com/file/d/1ls-mQb4CVXc0uikPRDOvgC-TVwanHWEM/view?usp=sharing>.

