



# Preschool Promise Enrollment

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Guidance and Procedures for  
Eligibility, Selection, and Placement

Version 5.0

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**Preschool Promise Introduction . . . . .**

The Preschool Promise (PSP) Enrollment Manual, developed by the Department of Early Learning and Care (DELIC), outlines the policies and procedures necessary to support equitable enrollment of families in the PSP program. Early Learning Hubs play a central role in this process by serving as the lead entities supporting PSP Grantees with recruitment, eligibility determination, selection, and placement of PSP families. Each Early Learning Hub is assigned an Eligibility Specialist who connects families with their preferred PSP Grantee and ensures compliance with established processes.

Hubs are responsible for enrolling children in the PSP program using the processes and procedures for eligibility determination, selection, and placement as set forth in OAR 414-470-0000 to 414-470-0070. According to Oregon Administrative Rule (OAR) 414-470-0010, eligible children must reside in Oregon, be at least three years old, and not yet eligible for kindergarten by the date used to determine kindergarten eligibility. Age-eligible children may participate in the PSP program for a maximum of two years.

Children must be members of families with incomes, at the time of enrollment, at or below 200% of the Federal Poverty Level (FPL) guidelines, or they must be in foster care system. Additionally, children from families exceeding 200% FPL may qualify if they live in a designated geographic area with limited access to care.

Head Start, Oregon Prenatal to Kindergarten (OPK), and Tribal grantees that also serve as Preschool Promise (PSP) grantees—referred to as dual-funded programs—may conduct their own eligibility, selection, and placement processes for PSP. However, these processes must align with the income and age requirements outlined in this manual, and dual-funded programs are required to collect all data elements specified in the PSP application.

Enrollment in PSP must be open and nondiscriminatory. Eligibility Specialists are responsible for ensuring reasonable accommodation are made to enable all families to apply and enroll in PSP. All Eligibility Specialists must comply with the applicable provisions of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) as they relate to PSP enrollment.

This manual offers essential guidance and policies for enrolling families in PSP. Additionally, it serves as a valuable reference tool to help Eligibility Specialists navigate the requirements and develop effective procedures for enrollment.

Early Learning Hubs are responsible for ensuring that Eligibility Specialists conducting PSP enrollment activities receive proper training on PSP requirements, methods for accurately collecting eligibility information, and approaches for treating families with dignity and respect throughout the application process. Eligibility Specialists are expected to thoroughly review, understand, and adhere to the requirements outlined in this document.

DELIC is committed to supporting Hubs and Eligibility Specialists in creating a family-centered, equitable enrollment process. The department is available to answer questions, address concerns, and offer assistance to ensure successful implementation of PSP enrollment activities.

## Collaborative Planning for PSP Enrollment

Early Learning Hubs must actively collaborate and engage with Preschool Promise (PSP) Grantees and other publicly funded early childhood education (ECE) programs in the region—such as Oregon Prenatal to Kindergarten, Relief Nurseries, and others—to support enrollment planning and implementation. Collaboration can be facilitated through regular meetings, Memorandums of Understanding (MOUs), formal agreements, or other coordinated efforts.

Key elements of this collaboration should include:

- Identification of organizations and key contacts for each organization.
- Clearly defined service areas and program services offered by each Grantee.
- Shared strategies for recruitment and outreach.
- Plans for unified preschool interest and enrollment forms.
- Data-sharing agreements to streamline processes.
- Development of consistent enrollment procedures.
- Planning for future enrollment needs and priorities.

Hubs are expected to involve PSP Grantees and regionally publicly funded ECE providers—such as Oregon Pre-Kindergarten (OPK) and Head Start—in all collaborative efforts. Additionally, Hubs are encouraged to collect program information regarding participant eligibility criteria, available services, and other relevant details for each publicly funded ECE program within the region. This information should be effectively shared with both programs and families to ensure transparency and accessibility.

## Recruitment Support

To achieve these goals, Hubs must collaborate with PSP Grantees to develop and implement comprehensive marketing and outreach strategies targeted at potentially eligible families. This process involves the following steps:

1. Developing an Outreach and Recruitment Plan.
2. Implementing the plan effectively.
3. Evaluating the plan's success during the recruitment period and making adjustments as needed.

These recruitment efforts should focus particularly on families with incomes at or below 200 percent of the Federal Poverty Level (FPL).

## Preschool Promise Grantee Profiles

Before the start of each program year, Eligibility Specialists must identify the number of available Preschool Promise (PSP) slots and sites within their Hub region. This includes confirming school catchment area details for any school district sites with slots to fill. Eligibility Specialists may also request additional information from PSP Grantees about their sites and classrooms, based on feedback from families regarding their preferences. This information should be used to help families make informed choices and to update the Hub's website accordingly.

## Grantee with Multiple sites

For Grantees operating multiple sites, Eligibility Specialists are required to collaborate with the PSP Grantee to determine the most effective approach for managing recruitment and placement. This process may be managed either at the grantee level or the site level, depending on what best suits the needs of the program.

**Note:** PSP Grantees are not required to provide before-and-after-care services. Eligibility Specialists should coordinate with PSP Grantees to determine the availability of such services and ensure families are fully informed about any associated costs or restrictions outside of PSP operating hours.

## Families Interested in Preschool Promise

Selection and placement in PSP is guided by the family's preferences for where they wish to enroll their child(ren). Eligibility Specialists must gather essential information from families interested in PSP, which includes:

**Family Preferences:** Families should have the opportunity to describe the characteristics they are looking for in a preschool program.

**Demographic Information:** Collect detailed demographic data about children and families to evaluate the effectiveness of outreach and recruitment efforts and to highlight the needs and preferences of priority populations for PSP.

**Contact Information:** Obtain accurate contact details from parents to facilitate communication and the completion of the enrollment process.

Eligibility Specialists should collaborate with other publicly funded programs to develop and use universal community interest or screening forms. This will provide an opportunity for families to select from a wide variety of programs available in their community. These forms should include appropriate parental consent to allow for data sharing among all partner organizations involved in the enrollment process.

When communicating with interested families, it is important to remind them that income eligibility for PSP will be determined at the time of application to help prepare families for the next steps. Additionally, families must be informed that expressing interest does not guarantee eligibility or enrollment in PSP.

When providing information about PSP Grantees, ensure families understand that the provided information does not constitute a recommendation. The responsibility for researching and determining the most suitable early childhood education (ECE) services lies with the families seeking care and services.

## PSP Applicant Waitlist Pool & Interested Families List

### PSP Applicant Waitlist Pool

Eligibility Specialists are responsible for creating and maintaining a Preschool Promise (PSP) applicant waitlist pool. This pool comprises families who have been deemed eligible for PSP and are awaiting placement at a Preschool Promise site. When space becomes available, families on the waitlist will be notified to initiate the placement process. Families can apply for PSP at any time throughout the program year, with children placed in the waitlist pool to be considered for openings at the beginning of the program year and as vacancies arise during the year.

In the spring, families whose children remained on the PSP waitlist pool because they were not selected during the current program year will be contacted to confirm their continued interest in PSP, provided their children are still age-eligible for the upcoming year. If families express interest, the Eligibility Specialist will update their contact information to ensure accurate records for the new program year.

Eligibility Specialists must actively monitor recruitment efforts and the PSP waitlist pool in collaboration with PSP Grantees. They must revise outreach, and recruitment plans as needed to ensure priority populations are being reached, sufficient eligible applicants are recruited for initial enrollment, and openings are filled promptly throughout the year.

### **Managing PSP Applicant Waitlist Pool**

For each site with available slots, families will be categorized into selection priority groups as determined by the Hub. Selection continues until all slots and openings at the site are filled.

Once a family accepts a placement, the child will be removed from the PSP Applicant Waitlist pool unless the family requests to remain on the waitlist pool for a possible transfer to another PSP Grantee at a later time. If a family declines a placement with a specific PSP Grantee, the child will be removed from that Grantee's waitlist.

### **Interested Families List**

In addition to the waitlist, Hubs may choose to develop an Interested Families List. This list includes applicants who have expressed interest in Preschool Promise but have not yet been deemed eligible for the program. When a spot becomes available, the Eligibility Specialist must contact families on this list to initiate the eligibility process and determine their qualification for PSP.

Hubs are encouraged to use the approach that best suits their community's needs while ensuring accurate and timely reporting when requested by the Department of Early Learning and Care (DELC).





## Preschool Promise Statewide Selection Priorities

The Department of Early Learning and Care (DELC) expects Early Learning (EL) Hubs to prioritize the following groups of children:

- **Children currently enrolled in PSP** who wish to transfer to a different site.
- **Children already enrolled with a PSP provider**, including toddlers who are now age-eligible for PSP. This includes children funded through programs such as Baby Promise or Early Head Start with a dual-funded PSP provider, as well as private-pay eligible families.
- **Siblings of children currently enrolled in PSP.**
- **For school district site vacancies only**, children residing within the school catchment area.

Additionally, DELC requires that Hubs should first prioritize children currently enrolled and attending PSP who wish to transfer to a different site (transfers). Following transfers, the next priority is given to children already enrolled with a PSP Grantee, ensuring continuity of care. The remaining statewide priorities—siblings and children living within a school catchment area—should also be considered and incorporated into the regional selection criteria established by the Hub.

**Hubs must collaborate with PSP Grantees and other early learning programs when developing additional regional selection criteria for Preschool Promise beyond those outlined above, to ensure a comprehensive understanding of the benefits and potential impacts to families and grantees.**

## Selection Process

Each Hub is required to develop a Preschool Promise (PSP) selection criterion and establish the methods by which these criteria will guide the selection of children for PSP placement. This process must be carried out in collaboration with PSP Grantees and, whenever feasible, other publicly funded programs as well as PSP families to ensure a holistic and inclusive approach.

The Department of Early Learning and Care (DELC) emphasizes that PSP enrollment should not operate on a first-come, first-served basis. Instead, the selection process is designed to align with DELC's equity goals by directing public funding toward communities that have been historically underserved or lacked equitable access to services.

## Selection Methods Examples

Hubs may establish and outline selection methods in a manner that aligns with regional needs, furthers enrollment goals, and complies with all state and federal laws. The following are examples of potential selection approaches:

- Example 1 – Lottery System
  - Use an existing lottery system to randomly select children for enrollment.
- Example 2 – Identified Selection Criteria with Equal Weight
  - All criteria or characteristics are given equal value in the selection process.
  - Families meeting the highest number of criteria or characteristics are selected placement.

- Example 3 – Weighted Point System
  - Assign different point values to each selection criterion.
  - Families with the highest total points are prioritized for placement.
  - Development of the weighted point system, including the valuation of criteria, is ideally done with input from parent or family representatives participating in Preschool Promise.

These methods are designed to provide flexibility while maintaining a fair and transparent process. Hubs are encouraged to work collaboratively with PSP Grantees and other publicly funded programs to adapt an approach that best meets the unique needs of their region and supports the shared goal of equitable enrollment.

## Selection Determination

Eligibility Specialists must make at least three attempts to contact a family to notify them of selection and to schedule a time to complete the placement determination process. If a family does not respond within 10 business days of the first contact attempt, the Eligibility Specialist may select the next family for the available opening, taking into account any known circumstances of the unresponsive family.

## Selection for Multiple Siblings

Age-eligible siblings from the same family, such as twins or foster (resource) and biological children, should be selected together whenever possible. If the family chooses to enroll siblings together, each child will count as occupying a separate slot.

If only one slot is available and multiple siblings are next in line for selection, the family should be given the option to either enroll one child or wait until multiple slots are available for all siblings. Eligibility for each child must be determined at the time of application.

## Children Enrolled Simultaneously in Multiple Publicly Funded Preschool Programs

Children may not occupy more than one Preschool Promise (PSP) slot at the same time, nor can they be simultaneously enrolled in both PSP and another publicly funded preschool program, such as Oregon Prekindergarten (OPK) or Head Start. However, children receiving special education services through a local Early Childhood Special Education (ECSE) program are eligible to be enrolled in PSP.

A child may transfer between PSP Grantees and/or sites within the same program year by participating in the selection process for open slots, as outlined and facilitated by the Hub.



# ELIGIBILITY DETERMINATION

## Preschool Promise Application

The Preschool Promise (PSP) Application is designed to assist Eligibility Specialists in:

- Gathering child and parent information.
- Determining and verifying a child's eligibility for PSP.
- Providing child and parent information to PSP Grantees to ensure a smooth transition into the program, such as details about the home language, previous preschool attendance, the family's preferred method of communication and other.

The application includes information fields that the Department of Early Learning and Care (DELIC) may collect from Hubs, HS/OPK, and Tribal PSP Grantees during the grant/contract period. The information fields in the PSP Application include details that DELIC may collect from Hubs, HS/OPK, and Tribal PSP Grantees during the grant/contract period.

**Eligibility Specialists must not delete or add fields** to the PSP Application. However, they may develop supplemental questions and/or forms to in addition to the PSP application:

- Support community engagement goals, such as identifying priority populations.
- Align with enrollment forms from other publicly funded programs.
- Enable families to pre-screen themselves for eligible programs.

Eligibility Specialists are responsible for ensuring that:

- All applicable **family data privacy** requirements are met.
- **Informed consent** for data sharing is obtained.

Refer to [the PSP Application on page 41](#) for additional information.

## Filling Out the Preschool Promise (PSP) Application

Eligibility Specialists may have families complete the PSP Application in one of two ways:

- During an interview setting, facilitated by the Eligibility Specialist.
- By submitting the application independently via a paper form or a web-based questionnaire.

**Note: Paper applications must be readily available for download from the website or available by mail upon request.**

Eligibility Specialists are responsible for confirming the **completeness and accuracy** of all responses and verifying families' eligibility prior to enrollment in PSP.

Child information must be submitted individually for each applicant child. To minimize the burden on families and staff, for applicant children who share the same parent contact information and/or eligibility verification details, a single PSP Application (parent information and/or certification of eligibility) may be duplicated and paired with each child's information using the [Additional Child Supplemental Form on page 46](#). This process creates a full application for each child in the family.

## Certification of Eligibility Form Section of the PSP Application

The **Preschool Promise (PSP) Application**, completed during the eligibility process, including the **Certification of Eligibility section**, must be shared with PSP Grantees upon placement. Sharing this information helps introduce the child and family while minimizing duplication in PSP Grantees' registration processes.

Eligibility Specialists are responsible for ensuring compliance with all applicable family data privacy requirements and securing informed consent for data sharing

## Information Collected on the Application and Its Purpose

Field	Instruction
<b>Child's First Name</b>	Ask for child's legal first name. If a child has a nickname or preferred name, this can be written in parentheses following the legal name or in the "For Staff Use Only" section.
<b>Notes/Why do we ask the question?</b>	
Identifies child who would be entering preschool.	
Field	Instruction
<b>Child's Middle Name</b>	Ask for child's middle name or initial.
<b>Notes/Why do we ask the question?</b>	
Some children may not have a middle name.	
Field	Instruction
<b>Child's Last Name</b>	Ask for child's legal last name.
<b>Notes/Why do we ask the question?</b>	
See Child's First Name above. Pay attention to whether last name contains hyphen, etc. and note that child's last name may differ from that of parent(s)/guardian.	
Field	Instruction
<b>Date of Birth</b>	Ask for child's date of birth (MM/DD/YYYY). Confirm that parent has written date of birth in MM/DD/YYYY order, and that child is age eligible.
<b>Notes/Why do we ask the question?</b>	
Identifies if child is age eligible for preschool. Note: Most countries outside of the United States write dates in other formats, such as DD/MM/YYYY rather than MM/DD/ YYYY.	

Field	Instruction
<b>Gender</b>	Ask for the child's gender. If child does not identify as male or female, field is marked with "X" and family may provide additional information if they choose, including preferred pronouns for child.
<b>Notes/Why do we ask the question?</b>	
Identifies child's gender and helps staff refer to child using appropriate gender-related language.	
Field	Instruction
<b>What is your child's primary language?</b>	Ask for the child's primary language (i.e. the language they use at home and/or are most comfortable using for speaking and listening). If a child is multi-lingual, more than one box may be checked. If child's primary language is not one of the languages listed, fill in the "other" field with the child's primary language.
<b>Notes/Why do we ask the question?</b>	
Informs the provider of the child's primary language so that the provider is prepared to transition and support the child into the program. This information can also be used to evaluate the effectiveness of outreach to historically underserved communities.	
Field	Instruction
<b>What languages do you speak at home?</b>	Ask what languages the family speaks at home. Check all boxes that apply. If the family speaks a language not listed, fill in the "other" field with the language(s) spoken in the home.
<b>Notes/Why do we ask the question?</b>	
This information can be used to better understand the home language environment.	
Field	Instruction
<b>Child's Race and Ethnicity (Select all that apply)</b>	Ask which of the race and/or ethnicity categories listed apply to the child's race and/or ethnicity. A family may select one of the categories under "Other Categories" if none of those listed apply or if the family declines to provide this information.
<b>Notes/Why do we ask the question?</b>	
This information can be used to evaluate the effectiveness of outreach to historically underserved communities. This information is collected to meet state and federal reporting requirements.	

Field	Instruction
<b>Is this child currently enrolled in a child care or preschool program?</b>	Ask if the child has child care or preschool experience.
<b>Notes/Why do we ask the question?</b>	
Provides information that can be used to support the family.	
Field	Instruction
<b>If yes, list the name of the program?</b>	If the family answers yes to question about the child being currently enrolled in a child care or preschool, ask the name of the program that the child is enrolled.
<b>Notes/Why do we ask the question?</b>	
Provides information that can be used to support the family when the child is placed into a program.	
Field	Instruction
<b>Is this child in a state approved foster care placement?</b>	Ask if the child is in a state approved foster (resource) care placement.
<b>Notes/Why do we ask the question?</b>	
Provides information that can be used in determining eligibility.	
Field	Instruction
<b>Does your child receive special education services, have an Individual Family Service Plan (IFSP), work with Early Intervention (EI), or Early Childhood Special Education (ECSE) support your child's development?</b>	<p>Ask if the child has a diagnosed disability and is on an IFSP/receiving service through EI/ECSE. Note any details that family wants to share in the "For Staff Use Only" section.</p> <p>Providing this information does not have any effect on the child's eligibility for PSP or their choices in enrollment.</p>
<b>Notes/Why do we ask the question?</b>	
Provides information that can be used to support the family and plan for placement process as needed. Connecting with local ECSE provider is recommended to discuss placement needs and support.	

Field	Instruction
Does your child require any of the following specialized supports (answer does not impact eligibility)? Behavioral, Health, Mental Health, Nutrition	<p>Ask if the child has other health, nutrition, behavioral or mental health concerns that might require specialized support or if the family has concerns about their child's development. More detailed information can be written in the "For Staff Use Only" section, if needed.</p> <p>Providing this information does not have any effect on the child's eligibility for PSP or their choices in enrollment.</p>

Notes/Why do we ask the question?

Provides information that can be used to support the family.

Field	Instruction
If yes, list any health partners, ECSE specialists, or other providers you would like us to know about:	<p>If the family answers yes to questions about IFSP or other concerns, ask if there are any health partners or other providers, they would like Eligibility Specialists to contact to learn more information.</p> <p>Providing this information does not have any effect on the child's eligibility for PSP or their choices in enrollment.</p>

Notes/Why do we ask the question?

Provides information that preschool programs could use to learn more about a child's needs and ways to support those needs in the preschool program.

**NOTE:** That additional "authorization to release confidential information" forms need to be completed by parent or legal guardian prior to contact with health partners and other providers.



Field	Instruction
<b>How many people live in your household?</b>	<p>Ask the parent/guardian how many people live in the family. Determine the number in family by determining:</p> <ol style="list-style-type: none"> <li>1. Number of parent(s)/guardian(s) in the household (who are the parent/guardian(s) of the applicant child?).</li> <li>2. Number of children and other adult dependents living in the household who are supported by the income of the parent(s) of the applicant child AND related to the parent(s) by blood, marriage, or adoption.</li> </ol> <p>If a parent/guardian is pregnant, the baby is not counted in the family size.</p> <p><b>NOTE:</b> For applicant children in foster (resource) care, household size information is not required. The family size is always treated as 1 (the foster child).</p>
<b>Notes/Why do we ask the question?</b>	
<p>Determines the household size which is needed to calculate income eligibility.</p> <p><b>NOTE:</b> Defining who is a parent or family member can be complicated in households that contain members who are not related by blood, marriage or adoption, or in households that contain extended family members who are not supported by the income of the parent(s)/guardians(s). The <b>key</b> is to start with the applicant child and determine who in that household is the applicant child's parent(s)/guardian(s). Next, determine all other members of the household who are related to the parent(s)/ guardian(s) by blood, marriage, or adoption AND who are supported by the parent(s)' income.</p> <p><b>DO NOT</b> count non-relatives who reside in the household, even if they are supported by the income of the parent(s).</p> <p><b>DO NOT</b> count family members who live in the household but support themselves independently.</p> <p><b>DO NOT</b> count foster children as dependents.</p> <p>If a child is in a shared custody arrangement, only use the household size of the parent/guardian that is applying.</p> <p><b>NOTE:</b> That families with both foster child applicant(s) and related child applicant(s) will have different family sizes for each child applicant.</p>	



Field	Instruction
<b>Is your family currently experiencing any of the following living situations: in a shelter, in a motel or campground due to the lack of adequate alternative accommodation, in a car, park, abandoned building, or bus/train station, doubled up (staying) with others due to housing loss or economic hardship, lacking a fixed, regular, and adequate nighttime place of residence?</b>	Ask if the family is living in a shelter, in a motel or campground due to the lack of adequate alternative accommodation, in a car, park, abandoned building, or bus/train station, doubled up (staying) with others due to housing loss or economic hardship, lacking a fixed, regular, and adequate nighttime place of residence. This informs if the family considers themselves to be homeless (unhoused).
<b>Notes/Why do we ask the question?</b>	
Provides information that can be used to support the family.	
Field	Instruction
<b>Legal Parent/ Guardian 1 &amp; 2</b>	If there is more than 1 parent/guardian, ask which parent/guardian should be identified as Parent/Guardian 1 & 2.
Field	Instruction
<b>Legal Parent/ Guardian First Name</b>	Ask the parent/guardian for their first name
<b>Notes/Why do we ask the question?</b>	
Identifies the parent(s)/guardian(s) who completes application form and provides contact information for follow up	
Field	Instruction
<b>Legal Parent/ Guardian Last Name</b>	Ask the parent/guardian for their last name
<b>Notes/Why do we ask the question?</b>	
See First Name above. Pay attention to whether last name contains hyphen, etc. and if the last names of parent(s)/guardian(s) differ	

Field	Instruction
<b>Relationship to the applicant child</b>	Ask the parent/guardian how they are related to the child.
<b>Notes/Why do we ask the question?</b>	
Confirms if parent/guardian has legal authority to make decisions on behalf of the child. Note: Foster (resource) parents and some guardians have limited authority to sign consent forms on behalf of the child (this will become more relevant at the time of enrollment).	
Field	Instruction
<b>Child resides with legal parent/guardian what percentage of time</b>	Ask the parent/guardian what percentage of the time the child resides with them. Check the corresponding box.
<b>Notes/Why do we ask the question?</b>	
Provides information about shared custody or other parenting arrangements.	
Field	Instruction
<b>Primary phone</b>	Ask the parent/guardian for the phone number they want to have as primary phone contact. <b>NOTE:</b> If this is a cell phone (c) that can receive text messages.
<b>Notes/Why do we ask the question?</b>	
Provides a way to reach family on preferred number. Tell the parent/guardian that this would be the first number used to reach them by phone	
Field	Instruction
<b>Secondary phone</b>	Ask the parent/guardian if there is a second phone contact that can be used to reach them. <b>NOTE:</b> If this is a cell phone (c) that can receive text messages or if this is a message phone. If there are any restrictions to using this number (for example, for emergencies only, note this in the "For Staff Use Only" section).
<b>Notes/Why do we ask the question?</b>	
Provides additional ways to contact the family	

Field	Instruction
<b>Email</b>	Ask the parent/guardian if they have an email address. If an email is not provided, ask them to confirm the best method to reach them.
<b>Notes/Why do we ask the question?</b>	
Provides a way to send more detailed, lengthy messages to family	
Field	Instruction
<b>Mailing Address</b>	Ask the parent/guardian if they have a mailing address that is different from their physical address.
<b>Notes/Why do we ask the question?</b>	
Documents if family needs mailed documents sent to a different location than their residence	
Field	Instruction
<b>Physical Address</b>	Ask the parent/guardian for their home address. If parent/guardian has a different mailing address, make note in the "For Staff Use Only" section.
<b>Notes/Why do we ask the question?</b>	
Confirms if parent/guardian lives in Oregon and the catchment area or boundaries for regional preschool programs (OPK and some school district sites only)	
Field	Instruction
<b>How do you prefer to be contacted?</b>	Ask the parent/guardian for their preferred method of contact. If the parent/guardian chooses "other" make note of the preferred method and reason for alternative method. Let the parent/guardian know that program will attempt to make contact through this preferred method, but it may not always be possible (for example, if parent/guardian requests face-to-face or standard mail).
<b>Notes/Why do we ask the question?</b>	
Improves chances of successfully reaching families.	

Field	Instruction
<b>In what language do you prefer to receive written communication?</b>	Ask the parent/guardian what language they prefer to receive written communication. Remind parent/guardian that PSP materials are not available in all languages.
<b>Notes/Why do we ask the question?</b>	
Demonstrates respect for the family and provides additional information to improve success in communicating with family.	
Field	Instruction
<b>In what language do you prefer to receive verbal communication?</b>	Ask the parent/guardian what language they prefer to receive verbal communication. Seek out translation or interpretation support, such as DELC language line to talk with family.
<b>Notes/Why do we ask the question?</b>	
Demonstrates respect for the family and provides additional information to improve success in communicating with family	
Field	Instruction
<b>Parent/Guardian Employment Status</b>	Ask the family to check all categories that apply.
<b>Notes/Why do we ask the question?</b>	
Provides information that can be used to support the family.	
Field	Instruction
<b>Legal Parent/ guardian signature (required)</b>	Ask the legal parent/guardian to print and sign their name and enter the date on the application form. Make sure they understand that they are declaring that information on this form is true and complete and that it may be shared with other regional partners to support selection and enrollment into the region's publicly funded preschool programs. Information that does not personally identify the child or family may also be used for research or other reporting. The family must sign the application to be enrolled in PSP.
<b>Notes/Why do we ask the question?</b>	
Provides permission to share information with regional preschool partners that can be used during the placement process. No information that would personally identify the child or family will be shared in any external publications.	

## Living in Oregon Requirements and Verification

### Oregon Address Requirement

Children participating in the Preschool Promise (PSP) program must be living in Oregon to qualify.

### Oregon Address Verification

Proof of living in Oregon may be documented using one of the following parent/guardian records:

- Current utility or service bill (e.g., electric, gas, water/sewer, waste).
- Lease or rental agreement.
- Identification card or Oregon driver's license.
- Paystub, 1040 Tax Form, or W-2.
- Benefits letter or screenshot of a benefits account (e.g., Social Security, TANF, SNAP, OHP) dated within the last 12 months.
- Foster care placement letter.
- Secure address via the Address Confidentiality Program.
- PSP Address Supplemental Form (Appendix E).

Proof of living in Oregon must be on file with the Hub upon verification and provided to the Department of Early Learning and Care (DELIC) upon request. The address on the PSP Application must match the current physical address listed on the Address Verification document provided.

In cases where the addresses do not match, the [PSP Address Supplemental Form on page 48](#) should be completed to document the discrepancy.

**If a family identifies as homeless (unhoused), they are not required to complete the PSP Address Supplemental Form or submit Oregon address documentation.**

## Age Eligibility and Documentation Requirements

### Preschool Promise (PSP) Age Eligibility and Start Date Guidelines

Children must be at least three years old, but not yet eligible for kindergarten, by the date used to determine kindergarten eligibility (commonly September 1 for most school districts in Oregon; please verify the date with your local school district). Eligibility Specialists must confirm the kindergarten cutoff date for each school district within the Hub region. Age-eligible children may participate in PSP until they qualify for kindergarten.

PSP Grantees are required to begin services between August 1 and September 30 of the program year. However, there may be instances where a child's date of birth (DOB) does not align with the PSP Grantee's intended start date. In such cases, the child may be selected and placed in the PSP Grantee's program but cannot begin services until they have reached three years of age.

## Age Eligibility Verification

Proof of a child's age eligibility can be documented using any of the following:

- A copy of the child's birth certificate
- A copy of a hospital record
- A copy of paperwork from a pediatrician/doctor's office
- A copy of the child's immunization record (must be from a health care organization, not handwritten)
- A copy of health insurance documentation
- A foster care placement letter
- A legal document, such as a benefits letter, that includes the child's date of birth
- PSP Child's Birth Date Supplemental Form ([page 49](#))

The hospital document often given to new parents, sometimes featuring the baby's footprints, is not valid as official proof of identity.

Proof of age eligibility must be kept on file with the Hub following verification and must be provided to DELC upon request. Additionally, a Head Start or Oregon Prekindergarten income verification document may serve as proof of both residency and the date of birth (DOB). This income verification must have been conducted within the last 12 months.

## Income Eligibility and Verification Guidelines

### Income Eligibility

Children must be members of families whose incomes, at the time of enrollment, are at or below 200% of the Federal Poverty Limit (FPL). See exceptions to income eligibility below.

### Federal Poverty Guidelines

Please refer to the chart under the files section, showing different multiples of the poverty guidelines, to ensure you are using the correct figures up to 200% of the FPL.

#### [Federal Poverty Guidelines](#)

### Income Eligibility Verification

Income eligibility must be verified within the last 12 months or by providing the three most recent consecutive paystubs at the time of application. Families are encouraged to use the time period that best reflects their current circumstances. If a family can demonstrate a significant change in income during the verification period (e.g., job loss or change in employment), staff may consider their current income circumstances. Any justification for an exception to the verification period must be clearly documented in writing using the Family Income Supplemental Form and must be made available to DELC upon request.



## What Counts as Income:

- Wages or salary (gross income)
- Net income from self-employment
- Payments from Social Security or other retirement benefits
- Unemployment benefits, workers' compensation, veterans' benefits, Supplemental Security Income (SSI), and similar payments
- Training stipends
- Alimony or child support payments
- Private and government pensions, as well as regular insurance or annuity payments
- College scholarships or grants
- Dividends, interest, or net rental income
- Re-enlistment benefits
- Other periodic income sources (e.g., short/long-term disability, pay from sick or vacation leave)
- Paid Leave Oregon benefits

## What Does Not Count as Income:

- Capital gains
- Withdrawals from savings, bank accounts, or the sale of assets such as cars or property
- Tax refunds, gifts, loans, or one-time insurance payments
- Foster care subsidies
- Non-cash benefits (e.g., employer-paid health insurance, food, or housing received in lieu of wages)
- Non-cash assistance benefits (e.g., Medicaid, food stamps, school lunches, or housing assistance)
- Social Security Survivor Benefits (SSSB) received directly by the child
- Tribal benefits
- Adoption assistance payments
- Veteran's disability benefits or VA survivor benefits

## Housing Adjustment

Eligibility Specialists may make an adjustment to a family's gross income calculation for the purposes of determining eligibility to account for excessive housing costs. A program may use available bills, bank statements, and other relevant documentation provided by the family to calculate total annual housing costs with appropriate multipliers to:

- A. Determine if a family spends more than 30 percent of their total gross income on housing costs and
- B. If applicable, reduce the total gross income by the amount spent on housing costs that exceed more than 30 percent.

Housing costs means the total annual applicable expenses on housing which may include rent or mortgage payments, homeowner’s or renter’s insurance, utilities, interest, and taxes on the home. Utilities include electricity, gas, water, sewer, and trash.

How do I apply the housing adjustment flexibility to the family income?

To determine the housing cost adjustment for a family, follow these steps:

- Step 1:
- Identify the family's gross annual income.
- Step 2:
- Determine if the family's gross annual income is above or below the federal poverty line. If the family's gross annual income is below the federal poverty line for a family of their size, the family is "income eligible" for Preschool Promise services and there is no need to apply a housing adjustment. If the family's gross annual income is above the federal poverty line for a family of their size, proceed to Step 3.
- Step 3:
- Identify the family's annual housing expenses based on documentation.
- Step 4:
- Determine if the family's annual housing expenses are more than 30% of the family's total gross income. If housing costs are less than 30% of the family's gross income, no housing adjustment may be applied. If housing costs are more than 30% of the family's gross income, proceed to step 5.
- Step 5:
- Adjust the family's income by subtracting the family's annual housing expenses that are more than 30% of the family's gross income from the family's annual gross income.

Eligibility Specialist can use the following Housing Calculator as a tool and resource: <https://headstart.gov/housing-cost-adjustment-calculator>

Source of Income	Documentation Types
Wages and Salaries(gross income)	<div><div></div><div>• Three most recent consecutive pay stubs</div><div>• Most recent W-2</div><div>• Signed Income Tax Form 1040 or 1040A (both pages must be included; for e-files, please also provide the 8879-tax form)</div><div>• Employer letter</div></div>
Self-Employment	<div><div></div><div>• Previous year's tax Schedule C</div><div>• Three months of profit and loss statements</div><div>• 1099 NEC (for contracting work)</div></div>
Unemployment	Benefits letter/Statements
Social Security	Social Security Benefits Letter
Child Support	Child support statement
College scholarships and grants	Financial Aid award letters
Irregular or infrequent income sources, no income documentation available	PSP Family Income Supplemental Form

## Families with ERDC or WIC Benefits\*

Families presenting Employment Related Daycare (ERDC), or Women, Infants and Children (WIC) benefit documentation (e.g., letter of awarded benefit or screenshot) must have their income verified by other means to confirm they are at or below 200% of the Federal Poverty Limit (FPL), unless the provided document explicitly states that the family's income meets this requirement.

*\*Families presenting an ERDC benefit letter (Notice of Eligibility) dated within the last 12 months do not need to provide additional income verification if their calculated copay is \$25 or less.*

## Cases Where Additional Income Document Is Not Required

- Families providing Head Start or Oregon Prekindergarten income verification for the applicant child are not required to submit additional income documentation, provided the verification confirms the family income is below 200% of the Federal Poverty Limit (FPL). This income verification must have been conducted within the last 12 months.
- Families submitting a TANF letter or a screenshot of their benefits account dated within the last 12 months are also exempt from providing additional income documentation, as TANF eligibility requires an income below 200% FPL.
- Families presenting specific Oregon Health Plan (OHP) benefits documentation, such as Adult OHP, OHP Bridge, or OHP CWM "emergency medical" or "emergency Medicaid" letters, cards, or a screenshot of their benefits account, are likewise not required to provide further income documentation. These programs also require family income to be below 200% FPL.
- Families presenting Supplemental Nutrition Assistance Program (SNAP), approval documentation (e.g., letter of awarded benefit, SNAP eligibility, or screenshot) are exempt from providing additional income verification.

## PSP Family Income Supplemental Form

If a family is unable to submit the required documents, the Eligibility Specialist may accept a PSP Family Income Supplemental Form (APPENDIX G). If one parent is a stay-at-home parent, additional documentation is not required, as this information is already captured in the employment section of the PSP application.

Proof of income eligibility, based on staff review and retention of acceptable documentation, must be kept on file with the Hub, OPK, or Tribal program following verification and must be made available to DELC upon request.

## Exceptions to Income Eligibility

### Foster Children

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

To verify that a child is in foster (resource) care, staff must accept one of the following documents:

- An ODHS Foster Care placement letter
- A court order or other legal document
- A written statement from a government official confirming foster care placement
- Proof of a foster (resource) care payment for the child

If the foster (resource) care placement letter does not specify whether the family/guardian has limited authority, the Eligibility Specialist can proceed with the eligibility process as with any other parent/guardian per OAR 413-020-0140(2). If the letter indicates limited authority/temporary guardianship, the Eligibility Specialist must reach out to the caseworker for further clarification.

Children with court-appointed guardians are not considered foster children, as they are not in the custody of the Oregon Department of Human Services (ODHS).

Proof of foster (resource) care placement must be filed with the Hub, OPK, or Tribal program upon verification and made available to DELC upon request.

### Geographic Areas with Low Access (GALA) Waiver

A child from a family with an income exceeding 200% of the Federal Poverty Limit (FPL) and living in a geographic area with limited access to preschool may be considered for enrollment, subject to DELC approval (ORA 414-470-0010).

Communities defined by Frontier and Remote Area Codes (see [ers.usda.gov/data-products/frontier-and-remote-area-codes/](https://ers.usda.gov/data-products/frontier-and-remote-area-codes/)) may qualify as exceptions to the 200% FPL income threshold for PSP eligibility. Eligibility Specialists must submit a waiver request to DELC to enroll non-income-eligible children from these communities. However:

- PSP must prioritize serving all income-eligible children who wish to enroll.
- Comparable preschool programs must not be available to over-income children in the community.

Waiver requests must be submitted using DELC-provided forms before the PSP program year begins. Requests may also be submitted and reviewed mid-program year if necessary. Eligibility Specialists will be notified of approval or denial within 15 business days of submission. Waivers are granted for the program year, and children enrolled under a waiver exception may remain in PSP if they are age-eligible for up to two program years.

## Eligibility Duration

### Returning Children

Age-eligible children may participate in the PSP Program for up to two years. Once a child is determined

eligible, they can remain in PSP without the need for income re-verification. Eligibility Specialists are responsible for maintaining documentation of the number of years a child has participated to ensure effective planning for recruitment efforts.

Eligibility Specialists will also coordinate with PSP Grantees to determine the availability of slots for the following year. Before the program year ends, Grantees must connect with families to confirm their interest in continuing for the next year and relay this information to Eligibility Specialists to assist with planning.

Children enrolled in PSP, including those admitted through the Geographic Areas with Low Access (GALA) Waiver, will remain eligible to participate in the program until they qualify for kindergarten. Families who previously had eligibility determined and remain in or return to the applicant pool may use their prior eligibility determination whenever the child is selected for PSP placement.

Process for Certification of Eligibility

Eligibility Specialist must complete the Certification for Eligibility section on the PSP Application before a child can be enrolled in PSP. Documents reviewed for verifying age, Oregon residency, and income or categorical eligibility must be retained by the Hub, OPK, or Tribal Grantees for the duration of the eligibility period and for six years after the child's participation in PSP ends.

Field	Instruction
Entity/Organization Name	Write the name of your entity/organization.
Field	Instruction
County/Hub Region	Write the name of the county/Hub region.
Notes/Why do we ask the question?	
Confirms Hub region in which applicants are seeking services and staff are determining eligibility.	

Step 1 – Complete the following information	
Field	Instruction
# in Family	<p>Ask the parent/guardian how many people live in the family. Determine the number in family by determining:</p> <ul style="list-style-type: none"> <li>• Number of parent(s)/guardian(s) in the household (who are the legal parent/guardian(s) of the applicant child?).</li> <li>• Number of children and other adult dependents living in the household who are supported by the income of the parent(s) of the applicant child AND related to the parent(s) by blood, marriage or adoption.</li> </ul> <p>If a parent/guardian is pregnant, the baby is not counted in the family size.</p> <p><b>NOTE:</b> # in Family is not necessary for applicant children in foster care. Family size is considered to be 1 (the foster child)</p>
Notes/Why do we ask the question?	
<p>Determines the household size which is needed to calculate income eligibility.</p> <p><b>NOTE:</b> Defining who is a parent or family member can be complicated in households that contain members who are not related by blood, marriage, or adoption; or in households that contain extended family members who are not supported by the income of the parent(s)/guardians(s). The key is to start with the applicant child and determine who in that household is the applicant child's parent(s)/guardian(s). Next, determine all other members of the household who are related to the parent(s)/guardian(s) by blood, marriage or adoption AND who are supported by the parent(s)' income.</p> <p><b>DO NOT</b> count non-relatives who reside in the household, even if they are supported by the income of the parent(s).</p> <p><b>DO NOT</b> count family members who live in the household but support themselves independently.</p> <p><b>DO NOT</b> count foster children as dependents.</p> <p>If a child has shared custody, use the household size of the applicant parent/guardian applying.</p> <p><b>NOTE:</b> That families with both foster child applicant(s) and related child applicant(s) will have different family sizes for each child applicant.</p>	



Field	Instruction
Annual Income	<p>Total all income sources and record the total.</p> <p>Ask the family to tell you about all sources of gross income they have received in either the most recent calendar (tax) year or the 3 most recent concurrent pay periods.</p> <p>Review documentation for each income source.</p> <p>Families are encouraged to present documentation for the verification period (either the most recent calendar year, the last 12 months or the 3 most recent concurrent pay periods) with the lowest income total.</p> <p>No income amount is required for applicant child who is a foster child. Income amount for foster child is listed as \$0</p>
Notes/Why do we ask the question?	
<p>Determines if total family income is at or below 200% FPL.</p> <p><b>NOTE:</b> That families who are applying for foster children do not need to verify income. These families will submit documentation verifying that child is in foster care placement. If the foster family is applying for their children who are related by blood, marriage or adoption, they need to verify income for those applications.</p> <p>Families presenting Head Start or Oregon Prekindergarten income verification for the applicant child are not required to submit additional income documentation if the income verification indicates the family income is below 200% FPL. This income verification must be conducted in the last 12 months.</p> <p>Families presenting a TANF benefits letter are not required to submit additional income documentation, as this program requires income below 200% FPL.</p> <p>Families presenting certain OHP benefits letters (including Adult OHP, OHP Bridge, and OHP CWM "emergency medical" or "emergency Medicaid") are also not required to submit additional income.</p> <p>Families presenting ERDC, SNAP, or WIC benefits letter, card, or screenshot need to have their income verified by other means to ensure that they are at or below the 200% FPL, unless the provided document clearly states that family is at or below 200% FPL.</p> <p>Children residing in two households (shared/joint custody situations), calculate the income using the applicant family income only.</p> <p>If one parent/guardian is paying child support to the other parent/guardian, calculate the income of the parent/guardian receiving child support alone.</p> <p>Ensure that all income sources have been reported, while being sensitive to the family's situation. <b>NOTE:</b> That the value of non-monetary supports, such as food or housing provided to the family, does not need to be reported as income.</p>	

Field	Instruction
<b>Family income is:</b>	Check the box to indicate if family is at or below 100% FPL, 101-130% FPL or 131-200% FPL.
<b>Notes/Why do we ask the question?</b>	
<p>Determines family's income eligibility category for PSP.</p> <p>Common income calculations:</p> <ul style="list-style-type: none"> <li>• W-2s: Use Box 1</li> <li>• 1040: Use "total income" (Line 9 for tax year 2020). Both pages must be provided, and the last page must be signed.</li> </ul> <p>Pay stubs:</p> <ul style="list-style-type: none"> <li>• Collect 3 concurrent pay stubs to calculate an annual amount</li> </ul> <p>Pay frequency:</p> <ul style="list-style-type: none"> <li>• Once a week x 52 = Annual amount</li> <li>• Every other week x 26 = Annual amount</li> <li>• Twice a month x 24 = Annual amount</li> <li>• Once a month x 12 = Annual amount</li> </ul>	
Field	Instruction
<b>Is the Family Income Eligible?</b>	<p>Review the Income Eligibility chart to determine if family's income is at or below 200% FPL. Mark yes or no.</p> <p>If a family is not income-eligible and not categorically eligible for PSP, explore other options for preschool placement.</p>
<b>Notes/Why do we ask the question?</b>	
Documents staff determination regarding income eligibility.	
Field	Instruction
<b>Documents presented for income verification</b>	Mark all boxes that apply. See more information below on the use of <a href="#">Family Income Supplemental form</a> . Make and retain copies of all documents used to determine eligibility.
<b>Notes/Why do we ask the question?</b>	
Ensures Hub/OPK/Tribal and DELC have necessary documents for an eligibility audit if needed.	

Field	Instruction
<b>Age of child</b>	<p>Confirm through parent interview and review age verification documents that child will be 3 or 4 by the date used for kindergarten eligibility.</p> <p>Record the child's age as the age they will be on September 1 (or district eligibility date) for the program year for which they are applying.</p>

#### Notes/Why do we ask the question?

Determines child's age eligibility for PSP. **NOTE:** For most school districts the date determined for kindergarten entry in Oregon is age 5 on or before September 1 but may be a different date.

For PSP eligibility, children must be 3- or 4-years- old on or before September 1 or the date used for kindergarten entry by school districts in the region.

Field	Instruction
<b>Family lives in Oregon</b>	<p>Confirm through parent interview and review of documents such as utility bill, rental agreement or driver license or identification card that the physical address for family is in Oregon.</p> <p>Staff should document any exceptions to residency requirements (homeless) on the Certification of Eligibility page.</p>

#### Notes/Why do we ask the question?

Confirms child lives within boundaries established for PSP. All children enrolled in PSP must reside in Oregon (no exceptions shall be made to this requirement). Families may seek services in any Hub region but must enroll through the Eligibility Specialist in the region where they are seeking services.

### Step 2 – Staff Certification and signature

Field	Instruction
<b>Eligible or Not Eligible</b>	<p>Intake staff who review application and supporting documentation mark whether family is eligible for PSP or not.</p> <p>If family is deemed ineligible for PSP, staff should refer family to other preschool options and services, if possible.</p>

#### Notes/Why do we ask the question?

Provides clear outcome of eligibility determination process.

**NOTE:** Families may appeal this determination as outlined in the PSP Operating Guidelines

Field	Instruction
Staff signature	Intake staff who review application and supporting documentation with family sign and print their name and date the Certification of Eligibility form
Notes/Why do we ask the question?	
Confirms that trained staff certified all elements of eligibility (age, residency and income)	

Eligibility Verification Process

Families may submit applications and eligibility documentation to the Eligibility Specialist either in person or through secure web-based methods, as determined by the Hub. Eligibility Specialists are required to interview families, either in person or remotely, to ensure the accuracy and completeness of the application and eligibility documentation. Families will then complete the eligibility verification process as outlined above. If a family is deemed ineligible, they will be removed from the applicant pool.

Tribal Grantees who serve as PSP Grantees are authorized to conduct the eligibility verification process for children enrolled in PSP, adhering to the guidelines and requirements outlined in this manual.

Similarly, Head Start/OPK programs that serve as PSP Grantees may carry out the eligibility verification process for PSP-enrolled children by using their internal processes for selection and eligibility determination, while adhering to the eligibility requirements described in this manual.

Memorandums of Understanding (MOUs) between the Hub and Tribal or Head Start/OPK partners conducting eligibility verification must include an agreement for the Hub to accept eligibility verifications performed by these designated partners. The transfer of eligibility verification documents and the certification form must comply with the requirements of the Family Educational Rights and Privacy Act (FERPA).



## Placement Conversations

As communities work to coordinate enrollment across programs by aligning selection timelines and incorporating family preferences to guide placements, Eligibility Specialists must actively involve PSP Grantees, CCR&R, and, when appropriate, the local EI/ECSE provider in selection and placement discussions at the community level.

These conversations aim to:

- Introduce families to the PSP Grantee.
- Share relevant information about the family or child to support a successful and lasting placement.
- Ensure that the PSP Grantee is equipped to meet the family's needs effectively.

## Placement Processes

### Family Notification

An Eligibility Specialist will contact the family to communicate their eligibility determination and selection for a Preschool Promise (PSP) placement. During this conversation, the specialist will confirm the family's continued interest in the specific placement.

- If the family declines the placement, they will be removed from the waiting list for that particular PSP Grantee.
- If the family accepts, the Eligibility Specialist will inform them that the PSP Grantee will initiate contact within 10 business days. The Grantee will arrange for the completion of enrollment paperwork, a site orientation, and the scheduling of a start date.
- Families will also be advised to contact the Eligibility Specialist with any questions, concerns regarding PSP, or dissatisfaction with their placement.
- If a child has been selected for an opening and completed eligibility determination but the family wishes to transfer to another PSP site before attending their initially assigned site, this will be considered a transfer, and the family can request placement at a different PSP site.

### Notification to PSP Grantee

The Eligibility Specialist will promptly notify the PSP Grantee of the family's selection via email or an agreed-upon communication method. A secure, complete copy of the PSP Application will be transferred to support the child's enrollment. Enrollment must be finalized by the grantee, and the child's start date scheduled either by the start of the program year or as soon as possible for placements that occur after the program year start.

### Grantee's Role Once the Child has been placed in their program

According to the PSP Operations Manual, the Grantee is responsible for enrolling children placed in the Preschool Promise Program by the Early Learning Hub. Upon receiving the family's contact information from the Hub, the Grantee must promptly reach out to the family to begin the enrollment process. The PSP

Grantee will inform the Eligibility Specialist once the enrollment process is complete, and the start date is confirmed.

The enrollment process includes, but is not limited to:

- Providing families with information about required enrollment documents for the program.
- Communicating the program start date.
- Connecting with early childhood special education if the child has an IFSP, .
- Developing medical protocols and/or planning for accommodations to support the child, if applicable.
- Scheduling a meeting and/or tour of the program with the family.
- Conducting activities to ensure a smooth and successful transition into the program.

## Hub and Grantee Collaboration During Enrollment

If the PSP Grantee cannot complete the enrollment process because they are unable to contact the family or if the family declines the placement, the Grantee must alert the Eligibility Specialist. The Eligibility Specialist will support efforts to connect with the family or, if needed, identify another eligible child for placement.

PSP Grantees may also request the Eligibility Specialist's assistance in supporting families through the enrollment process, where feasible. Additionally, Eligibility Specialists may assist in gathering any additional enrollment paperwork required by the PSP Grantee to finalize the child's placement, as needed and upon request.

PSP Grantees are responsible for collaborating with families to access and coordinate any additional services the child may need, such as special education or health-related services.

Eligibility Specialists and PSP Grantees should establish clear communication channels to exchange timely updates. These exchanges ensure that Eligibility Specialists are informed once a child's enrollment is completed and their start date in the program has been determined. Eligibility Specialists will also serve as the family's primary point of contact to support and maintain the child's placement.

## Unsuccessful Placement

If the PSP Grantee is unable to contact the family within 10 business days of placement, they must notify the Early Learning Hub staff to request assistance in reaching the family. If contact remains unsuccessful despite these efforts, the slot should be offered to another eligible child.

**Note: The Department of Early Learning and Care (DELIC) is responsible for monitoring Grantee compliance with enrollment processes.**

## Ensuring Consistent Enrollment and Support

To maximize the program's benefits, Eligibility Specialists play a vital role in supporting children's continued enrollment in Preschool Promise (PSP) until they transition to kindergarten. They collaborate closely with PSP Grantees, acting as a resource and partner to address enrollment-related questions or concerns and working together to create positive experiences for families and children.

This may include:



- Partnering with providers to gather feedback on capacity, aiding in informed placement decisions.
- Facilitating transitions to placements that align with families' preferences and needs.
- Connecting families and/or grantees with resources and referrals that help sustain enrollment.

## Managing Transfers Between PSP Sites

If a family wishes to transfer to another PSP site or Grantee, moves to a new Hub region, or seeks a new placement for other reasons, the enrolled child will receive the highest priority for selection into a vacancy with another PSP Grantee, provided the child meets the enrollment conditions for the vacancy (e.g., age, address).

### Process for Transfers

When a family requests a transfer, Eligibility Specialists should initiate the process based on the family's requested timeline and available vacancies.

Eligibility Specialists must document the reason for the transfer request to the extent possible.

### Community Engagement and Trends in Transfers

As part of their community engagement efforts, Eligibility Specialists, PSP Grantees, and CCR&Rs should examine transfer trends to better understand the family experience and identify ways to support PSP Grantees in sustaining enrollment.

### Special Case: Transfers Before Attendance

If a child has been selected for a PSP placement and completed eligibility determination, but the family wishes to transfer to another PSP site before attending their initially assigned site, the child may still be considered for a transfer and placed at a different PSP site.

### Supporting the Transition

To ensure a smooth transition, the Eligibility Specialist must complete the "Transfer Information Section" of the PSP Application.

This section provides the accepting site with details about the child's previous enrollment and guidance on supporting the child's transition to the new site.

## Recordkeeping

Eligibility Specialists are responsible for developing and maintaining an enrollment file for each placed child. Each file should include:

- The PSP Application includes the Certification of Eligibility
- Proof of eligibility documentation
- A record of the child's PSP enrollment placements, including the name and contact information for each PSP Grantee, as well as the dates of enrollment with each PSP Grantee.
- Transfer request details, if applicable (e.g., reason for the transfer and the child's new placement, if known).



## Enrollment File Management

Enrollment files must be securely and confidentially maintained by the Hub and OPK/Tribal Grantees (if they determine their own eligibility). Files may be stored electronically and/or as paper records. Parents must provide consent before their child's enrollment file is transferred to another entity. File transfers must occur securely, utilizing methods such as encrypted file sharing or direct person-to-person exchanges between program staff and/or parents.

Hubs and OPK/Tribal Grantees (if determining eligibility) are required to establish their own secure file-sharing systems that comply with all data privacy regulations and parental informed consent requirements.

All files must be retained by Hubs and OPK/Tribal Grantees throughout the child's enrollment period and for six (6) years after the child's participation in PSP concludes.

All necessary file information, forms, and documentation must be easily accessible for review by DELC upon request.

## Inclusionary Supports – Local Collaboration



To support Preschool Promise inclusionary efforts each community should collaboratively create a plan outlining how Early Learning Hubs, families, EI/ECSE specialists/coordinators, PSP Grantees, CCR&R, and other relevant agencies or individuals will work together. The plan should ensure compliance with IDEA and ADA requirements and identify supports and resources to provide reasonable modifications. It should also guide Grantees in making individualized assessments to determine their capacity to meet the specific needs of a child.

Early Learning Hubs play a key role in facilitating these collaborative efforts. They should work with the broader community to ensure

that families have access to timely placement processes and comprehensive information about available resources to support their child's needs.

## Children Receiving Special Education

Children receiving special education services through a local EI/ECSE program are eligible to be simultaneously enrolled in PSP. Additionally, Grantees must adjust attendance expectations and/or arrival or departure times for students with documented specialized education needs. These adjustments accommodate situations where children must leave or arrive late during PSP hours to receive specialized services.

## Limiting Suspension and Prohibiting Expulsion

### PSP Grantee's Role

The Preschool Promise Program classroom environment must be inclusive of all children, recognizing their full humanity including family composition, culture, language, or family income.

The Department of Early Learning and Care (DELC) requires that PSP Grantees develop policies and procedures regarding suspension and expulsion that emphasize sustained attendance and placement through supportive practices. Grantees must establish written procedures to address situations where a



child exhibits behaviors perceived as barriers to safe participation in the Preschool Promise (PSP) program. Grantees are encouraged to engage their local CCR&R to identify support available through the community's collaborative plan. This approach ensures that each child's individual needs are met, reflecting the shared responsibility of the community in supporting inclusive practices. Refer to [Appendix A on page 51](#) to read the full PSP Inclusionary Practices Grantee Requirement.

Additionally, the [PSP Grantee Operations Manual](#) provides detailed guidance on the steps providers must take to address these situations. This includes engaging the family and consulting with community partners and resources—such as mental health consultants, agencies responsible for an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), and agencies implementing the Individuals with Disabilities Education Act (IDEA)—to explore appropriate services and supports for the child. The manual emphasizes that no suspension should occur without exhausting all other reasonable options and documenting these efforts comprehensively.

If, despite these efforts, the program determines that a child's continued enrollment poses a persistent and serious safety threat to themselves or other children, the provider must work closely with community partners—including Eligibility Specialists—to facilitate the transition to a more appropriate placement.

### Hub's Role

They are responsible for assisting families in identifying alternative placements, either with another PSP Grantee or in another publicly funded program, if available. This collaborative approach ensures that the child's needs are met while fostering a supportive and inclusive environment for all children in the program.

## Concerns and Complaints

DELC supports and encourages open communication between families and PSP Grantees to ensure a positive PSP experience. Eligibility Specialists and PSP Grantees are expected to collaborate in addressing parent concerns and enhancing the overall parent and family experience. Parents/guardians should be encouraged to directly raise their concerns with the PSP Grantee whenever possible.

If a parent or family brings a concern to an Eligibility Specialist, the Specialist should first inquire whether the issue has already been discussed with the PSP Grantee. If the concern has been discussed but the family feels it was not adequately addressed, or if they are uncomfortable discussing the concern directly with the Grantee, the reason should be documented so the information can be shared with DELC, if necessary. Eligibility Specialists should also document all concerns comprehensively and maintain records to identify trends and opportunities for technical assistance.

If a parent, family, or Eligibility Specialist has concerns about a PSP Grantee's compliance with grant requirements, which either cannot or have not been adequately addressed by the Grantee, the Eligibility Specialist should document the concern using the PSP Program Feedback & Support Request Form. DELC staff will review the documentation and follow up on the concern as deemed appropriate.

## Reporting Suspected Child Abuse or Neglect

### Reporting Suspected Child Abuse or Neglect Mandatory Reporting

Staff members are required to immediately report any observed or disclosed concerns of potential child abuse and/or neglect to the Oregon Department of Human Services (ODHS) at **1-855-503-7233**.

If the observation or allegation involves a PSP Grantee site that is licensed, staff must also report the concern to the Child Care Licensing Division (CCLD) at **1-800-556-6616**.

See [APPENDIX B: Reporting Suspected Child Abuse or Neglect for Oregon's Hubs](#).

## Right to Appeal

**Appeals Process** A parent may appeal a determination of non-eligibility by submitting a written request to the Hub. The Eligibility Specialist is required to review the application and respond to the parent within 10 business days of receiving the appeal.

If the Hub upholds the determination of non-eligibility, the parent has the option to further appeal the decision by contacting DELC via email at [PSP@delc.oregon.gov](mailto:PSP@delc.oregon.gov).

Eligibility determination processes must include clear communication to parents about their right to appeal and the contact information for DELC







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# Key Preschool Promise (PSP) Requirements

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Below are essential Preschool Promise (PSP) grant requirements designed to help Eligibility Specialists and families understand the services offered and the expectations for Preschool Promise grantees. This information can also be valuable for informing interested families about the benefits and opportunities available through the program.

**Note: The Department of Early Learning and Care (DELIC) oversees and ensures compliance with enrollment processes for all Grantees.**

For a comprehensive list of program requirements and expectations, please refer to the [Preschool Promise Grantee Operations Manual Version 1](#).

## Hours & Attendance

Grantee must begin operation of Preschool Promise Program site(s) each program year no earlier than August 1, no later than September 30, and end the program year no later than June 30.

- Grantees must offer the Preschool Promise Program as follows:
- For a minimum of 900 direct service hours,
- No fewer than 265 consecutive calendar days between the first and last instructional day,
- Direct service hours of no less than 6 hours per day,
- No less than 4 days per week,
- Direct service hours must be between the hours of 7:00 am – 5:00 pm
- Program closures should not exceed 21 consecutive calendar days; anything beyond that will need prior Agency approval.

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.**

## Attendance

### Individual Family

Families participating in Preschool Promise must maintain consistent attendance throughout the program year. Consistent attendance is defined as participating in 85% or more of the expected instructional hours. Note: Attendance should be tracked on the days the child(ren) are expected to be present at the program. If a child's participation or attendance decreases, grantees must make efforts to reengage the family and identify any barriers to consistent attendance and provide any necessary support to address the barriers. Low attendance may result in dis-enrollment from the program.

### PSP Classroom

Grantee must provide an average daily attendance rate on their monthly report. If rate is below 85%, they must analyze the reasons for absenteeism to identify any systemic issues contributing to the high absentee rate. Grantee must use this data to make necessary adjustments to their programming to increase family participation.

## Leave of Absences

### 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 PSP program days (instructional days) requested by a family and may not approve an absence for more than 25 consecutive PSP program days (instructional days) unless otherwise approved by DELC.

### Absence without Approved Leave

Grantees may dis-enroll a child that is absent for more than 15 consecutive PSP program days (instructional days) if they have made multiple attempts to contact the family regarding the absence. The Grantee must notify DELC and the Early Learning Hub of the openings as soon possible so the slot can be filled. A dis-enrolled child remains eligible for services and may be re-enrolled if a slot becomes available.

**Please note: Children on a leave of absence for any reason, including without approval, do not need to re-verify eligibility if they wish to return to PSP during their 2-year eligibility.**

## Nutritious Meals and Snacks During Preschool Promise Hours

Grantee must provide adequate and nutritious meals and snacks in alignment with the USDA guidelines. Participation in CACFP to leverage funding for food service is recommended but not required.

## Parent Fees

Grantee is 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.

## Religious Instruction During Preschool Promise Hours

Grantee 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.

## Rest and Nap Time During Preschool Promise Hours

Grantee must provide at least one regularly scheduled rest period in the afternoon or when children are likely to be tired. Children who do not sleep must be provided with an alternative quiet activity in alignment with licensing. Space for rest time is conducive to napping (e.g., dim lights, quiet atmosphere, soft music, etc.).

## Toilet Training

The Preschool Promise classroom environment must be inclusive of all children, regardless of ability, family composition, culture, language, or family income. Grantee must not refuse enrollment to a child who is not toilet trained. No child shall be punished for soiling, wetting, or not using the toilet. Grantee must adopt



sanitation and hygiene procedures for assisting with toileting and/or diapering that adequately protect the health and safety of children and staff.

## **Grantee Enrollment Responsibilities**

### **PSP Grantee Enrollment Requirements**

Below are some grantee requirements that intersect with Hubs requirements and activities. The Department of Early Learning and Care (DELC) oversees and ensures compliance with enrollment processes for all Grantees.

Grantee must participate in the regional Early Learning Hub PSP 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 PSP Enrollment Process administered by Early Learning Hubs. 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 spending PSP dollars on the child.

Grantee is responsible for enrolling children placed in the Preschool Promise Program by the Early Learning Hub. Upon receiving the family's contact information from the Early Learning Hub, the grantee must reach out to the family as soon as possible to begin the enrollment process.

The enrollment process includes but is not limited to, providing information about the required enrollment documents, start date, connecting with early intervention, scheduling a meeting with the family, and other activities aimed at ensuring a successful transition into the program.

If the grantee is unable to successfully contact the family within 10 business days from the date of placement, they must notify the Early Learning Hub staff to seek assistance in contacting the family. If contact is unsuccessful, the slot should be offered to another eligible child.

Grantee is required to notify Early Learning Hub of any changes in services such as emergency closures, before and after care and other scheduled changes.

Grantee is 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.

Grantee shall not use their awarded slots to provide care for any child related to any Grantee staff members biologically, by marriage or through legal adoption. However, if a child in any Grantee staff member's family is eligible for PSP, that child may attend another PSP program



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**Key Preschool  
Promise  
Application and  
Supplementals**

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## CHILD INFORMATION

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Gender: ☐ Male ☐ Female ☐ X

### WHAT IS YOUR CHILD'S PRIMARY LANGUAGE?

☐ English ☐ Spanish ☐ Russian ☐ Vietnamese ☐ Chinese ☐ Other \_\_\_\_\_

### WHAT LANGUAGE(S) DO YOU SPEAK AT HOME?

☐ English ☐ Spanish ☐ Russian ☐ Vietnamese ☐ Chinese ☐ Other \_\_\_\_\_

### CHILD'S RACE AND ETHNICITY:

#### American Indian or Alaska Native

<input type="checkbox"/>	American Indian
<input type="checkbox"/>	Alaska Native
<input type="checkbox"/>	Canadian Inuit, Metis, or First Nation
<input type="checkbox"/>	Indigenous Mexican, Central American, or South American

#### Native Hawaiian or Pacific Islander

<input type="checkbox"/>	Guamanian or Chamorro
<input type="checkbox"/>	Micronesian
<input type="checkbox"/>	Native Hawaiian
<input type="checkbox"/>	Samoaan
<input type="checkbox"/>	Tongan
<input type="checkbox"/>	Other Pacific Islander

#### Middle Eastern/Northern African

<input type="checkbox"/>	North African
<input type="checkbox"/>	Middle Eastern

#### Asian

<input type="checkbox"/>	Asian Indian
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Filipino/a
<input type="checkbox"/>	Hmong
<input type="checkbox"/>	Japanese
<input type="checkbox"/>	Korean
<input type="checkbox"/>	Laotian
<input type="checkbox"/>	South Asian
<input type="checkbox"/>	Vietnamese
<input type="checkbox"/>	Other Asian

#### Hispanic or Latino/a

<input type="checkbox"/>	Hispanic or Latino/a Central American
<input type="checkbox"/>	Hispanic or Latino/a Mexican
<input type="checkbox"/>	Hispanic or Latino/a South American
<input type="checkbox"/>	Other Hispanic or Latino/a

#### Black or African American

<input type="checkbox"/>	African American
<input type="checkbox"/>	African (Black)
<input type="checkbox"/>	Caribbean (Black)
<input type="checkbox"/>	Other Black

#### White

<input type="checkbox"/>	Eastern European
<input type="checkbox"/>	Slavic
<input type="checkbox"/>	Western European
<input type="checkbox"/>	White/Caucasian
<input type="checkbox"/>	Other White

#### Other Categories

<input type="checkbox"/>	Other:
<input type="checkbox"/>	Don't know/Unknown
<input type="checkbox"/>	Decline/Don't want to answer

Is your child currently enrolled in a child care/preschool program? ☐ Yes ☐ No

If yes, list the name of the program? \_\_\_\_\_

Is this child in a state approved foster care placement? ☐ Yes ☐ No

Does your child receive special education services, have an Individual Family Service Plan (IFSP), working with Early Intervention (EI), or Early Childhood Special Education (ECSE) to support your child's development? ☐ Yes ☐ No

Does your child require any of the following specialized supports (answer does not impact eligibility)?

Behavioral	Health	Mental Health	Nutrition
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

If yes, list any health partners, ECSE specialists, or other providers you would like us to know about:

How many people live in your household? \_\_\_\_\_

Is your family currently facing any of the following living situations: living in a shelter, staying in a motel or campground due to a lack of adequate housing, residing in a car, park, abandoned building, or bus/train station, double up (staying) with others due to housing loss or financial difficulties or Lacking a fixed, regular, and adequate place to stay at night?

☐ Yes ☐ No

#### LEGAL PARENT/GUARDIAN 1 INFORMATION

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Relationship to child: ☐ Parent ☐ Legal Guardian ☐ Foster Parent ☐ Other: \_\_\_\_\_

Child lives with Parent/Guardian what percentage of time:

☐ 0% ☐ 1 to 25% ☐ 26 to 50% ☐ 51 to 50% ☐ 51 to 74% ☐ 75 to 99% ☐ 100%

#### LEGAL PARENT/GUARDIAN 1 CONTACT INFORMATION

Primary Phone: \_\_\_\_\_ Secondary Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Physical Address (if different): \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

How do you prefer to be contacted? ☐ Primary Phone ☐ Secondary Phone ☐ Email ☐ Text ☐ Other: \_\_\_\_\_

#### IN WHICH LANGUAGE DO YOU PREFER TO RECEIVE...

Written Communication: ☐ English ☐ Spanish ☐ Russian ☐ Vietnamese ☐ Chinese ☐ Other: \_\_\_\_\_

Verbal Communication: ☐ English ☐ Spanish ☐ Russian ☐ Vietnamese ☐ Chinese ☐ Other: \_\_\_\_\_

#### LEGAL PARENT/GUARDIAN 1 EMPLOYMENT STATUS

Check all that apply:

☐ Employed PT/FT ☐ Student ☐ Business Owner ☐ Currently not working (unemployed, stay at home parent, retired, etc.)

☐ Other: \_\_\_\_\_

## LEGAL PARENT/GUARDIAN 2 INFORMATION

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Relationship to child: ☐ Parent ☐ Legal Guardian ☐ Foster Parent ☐ Other: \_\_\_\_\_

Child lives with Parent/Guardian what percentage of time:

☐ 0% ☐ 1 to 25% ☐ 26 to 50% ☐ 51 to 50% ☐ 51 to 74% ☐ 75 to 99% ☐ 100%

## LEGAL PARENT/GUARDIAN 2 CONTACT INFORMATION

Primary Phone: \_\_\_\_\_ Secondary Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Physical Address (if different): \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

How do you prefer to be contacted? ☐ Primary Phone ☐ Secondary Phone ☐ Email ☐ Text ☐ Other: \_\_\_\_\_

## IN WHICH LANGUAGE DO YOU PREFER TO RECEIVE...

Written Communication: ☐ English ☐ Spanish ☐ Russian ☐ Vietnamese ☐ Chinese ☐ Other: \_\_\_\_\_

Verbal Communication: ☐ English ☐ Spanish ☐ Russian ☐ Vietnamese ☐ Chinese ☐ Other: \_\_\_\_\_

## LEGAL PARENT/GUARDIAN 2 EMPLOYMENT STATUS

Check all that apply:

☐ Employed PT/FT ☐ Student ☐ Business Owner ☐ Currently not working (unemployed, stay at home parent, retired, etc.)

☐ Other: \_\_\_\_\_

## Parent Consent - Legal Parent / Guardian Signature

By signing this application, I confirm that I have given true and complete information, and I understand that the Oregon Department of Early Learning and Care may verify the information on this form. I understand that making false statements or intentionally omitting information may subject me to state and federal penalties. I understand PSP is a state funded program and preschool services provided under the PSP program may end if funds are no longer available.

I understand and agree that the information on this form, any information gathered or collected by the provider as part of the Certification of Eligibility, and any tests or reports, describing my child's educational progress in the PSP Program may be shared with entities involved in the delivery of PSP services and supports to my child, including but not limited to preschool providers, Enrollment Committees, Hubs, Education Service Districts (Early Childhood Special Education services), Child Care Resource & Referral and the Oregon Department of Early Learning and Care, for the purpose of administering and evaluating the PSP Program.

**Submission of this eligibility form is not a guarantee of admission into the PSP program. Legal Parent/Guardian Signature and Date Required.**

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# CERTIFICATION OF ELIGIBILITY FORM - FOR PSP ELIGIBILITY SPECIALIST USE ONLY

Hub Name: \_\_\_\_\_

## STEP 1 - Complete the following information

Child's Name: \_\_\_\_\_

Family Size: \_\_\_\_\_

Annual Income: \_\_\_\_\_

Family Income Level:

<input type="checkbox"/>	At or below 100% FPL
<input type="checkbox"/>	101 - 130% FPL
<input type="checkbox"/>	131-200% FPL
<input type="checkbox"/>	TANF, Adult OHP, OHP Bridge, OHP CWM ("emergency medical" or "emergency Medicaid")
<input type="checkbox"/>	GALA (formerly known as FAR) waiver for over income

Documents presented for income verification:  
(Check all that apply)

<input type="checkbox"/>	Child Support Statements
<input type="checkbox"/>	Foster Child documentation
<input type="checkbox"/>	Income Tax Form 1040 or 1040A
<input type="checkbox"/>	TANF, Adult OHP, OHP Bridge, OHP CWM ("emergency medical" or "emergency Medicaid")
<input type="checkbox"/>	SNAP, ERDC, WIC with additional income verification
<input type="checkbox"/>	Paystubs (3 most recent concurrent)
<input type="checkbox"/>	SSI letter
<input type="checkbox"/>	Unemployment Statements
<input type="checkbox"/>	W2
<input type="checkbox"/>	Family Income Supplemental Form
<input type="checkbox"/>	Other

Is the family income eligible? ☐ Yes ☐ No

Age\* of the Child: \_\_\_\_\_

\*Children must be at least three years old, but not yet eligible for kindergarten, by the date used to determine kindergarten eligibility (September 1 for most school districts in Oregon, please verify date with local school districts).

Documents presented for age eligibility verification:

<input type="checkbox"/>	Copy of birth certificate
<input type="checkbox"/>	Copy of hospital record
<input type="checkbox"/>	Copy of pediatrician/doctor's office paperwork
<input type="checkbox"/>	Copy of child's immunization record
<input type="checkbox"/>	Health insurance documentation
<input type="checkbox"/>	Foster care placement letter
<input type="checkbox"/>	Legal document (e.g. benefits letter) that shows child's date of birth
<input type="checkbox"/>	PSP Date of Birth Supplemental Form

Is the child's age eligible? ☐ Yes ☐ No

Does the family live in Oregon? ☐ Yes ☐ No

**Please note:** Homeless families not required to submit Oregon address documentation.

Documents presented for living in Oregon verification:

	Current utility/service bill (electric, gas, water/sewer and waste)
	Lease or rental agreement
	Identification card or Oregon driver's license
	Paystub, 1040 tax form, or W2
	Benefits letter (Social Security, TANF, SNAP, OHP letter, etc.) dated within the last 12 months
	Foster care placement letter
	Secure address through Address Confidentiality Program
	PSP Address Supplemental Form

**Important: PSP Eligibility specialists are required to keep copies of all documentation presented/used to determine eligibility.**

## STEP 2 - Staff Certification and Signature

INTAKE STAFF - I have examined documents and information presented by the parent(s)/guardian(s) and to the best of my knowledge the family is:

☐ Eligible for PSP services  
☐ Not Eligible for PSP services

\_\_\_\_\_  
Staff Print Name

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

## STEP 3 - Placement

Child is placed in \_\_\_\_\_ at \_\_\_\_\_  
PSP Grantee Site Name Date

**In the event of a transfer:**

Child is placed in \_\_\_\_\_ at \_\_\_\_\_  
PSP Grantee Site Name Date

Child is placed in \_\_\_\_\_ at \_\_\_\_\_  
PSP Grantee Site Name Date



# Preschool Promise

## Additional Child Supplemental Form

### CHILD INFORMATION

First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Gender: ☐ Male ☐ Female ☐ X

### WHAT IS YOUR CHILD'S PRIMARY LANGUAGE?

☐ English ☐ Spanish ☐ Russian ☐ Vietnamese ☐ Chinese ☐ Other \_\_\_\_\_

### WHAT LANGUAGE(S) DO YOU SPEAK AT HOME?

☐ English ☐ Spanish ☐ Russian ☐ Vietnamese ☐ Chinese ☐ Other \_\_\_\_\_

### CHILD'S RACE AND ETHNICITY:

#### American Indian or Alaska Native

<input type="checkbox"/>	American Indian
<input type="checkbox"/>	Alaska Native
<input type="checkbox"/>	Canadian Inuit, Metis, or First Nation
<input type="checkbox"/>	Indigenous Mexican, Central American, or South American

#### Native Hawaiian or Pacific Islander

<input type="checkbox"/>	Guamanian or Chamorro
<input type="checkbox"/>	Micronesian
<input type="checkbox"/>	Native Hawaiian
<input type="checkbox"/>	Samoa
<input type="checkbox"/>	Tongan
<input type="checkbox"/>	Other Pacific Islander

#### Middle Eastern/Northern African

<input type="checkbox"/>	North African
<input type="checkbox"/>	Middle Eastern

#### Asian

<input type="checkbox"/>	Asian Indian
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Filipino/a
<input type="checkbox"/>	Hmong
<input type="checkbox"/>	Japanese
<input type="checkbox"/>	Korean
<input type="checkbox"/>	Laotian
<input type="checkbox"/>	South Asian
<input type="checkbox"/>	Vietnamese
<input type="checkbox"/>	Other Asian

#### Hispanic or Latino/a

<input type="checkbox"/>	Hispanic or Latino/a Central American
<input type="checkbox"/>	Hispanic or Latino/a Mexican
<input type="checkbox"/>	Hispanic or Latino/a South American
<input type="checkbox"/>	Other Hispanic or Latino/a

#### Black or African American

<input type="checkbox"/>	African American
<input type="checkbox"/>	African (Black)
<input type="checkbox"/>	Caribbean (Black)
<input type="checkbox"/>	Other Black

#### White

<input type="checkbox"/>	Eastern European
<input type="checkbox"/>	Slavic
<input type="checkbox"/>	Western European
<input type="checkbox"/>	White/Caucasian
<input type="checkbox"/>	Other White

#### Other Categories

<input type="checkbox"/>	Other:
<input type="checkbox"/>	Don't know/Unknown
<input type="checkbox"/>	Decline/Don't want to answer

Is your child currently enrolled in a child care/preschool program? ☐ Yes ☐ No

If yes, list the name of the program? \_\_\_\_\_

Is this child in a state approved foster care placement? ☐ Yes ☐ No

Does your child receive special education services, have an Individual Family Service Plan (IFSP), working with Early Intervention (EI), or Early Childhood Special Education (ECSE) to support your child's development? ☐ Yes ☐ No

Does your child require any of the following specialized supports (answer does not impact eligibility)?

Behavioral	Health	Mental Health	Nutrition
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

If yes, list any health partners, ECSE specialists, or other providers you would like us to know about:  
\_\_\_\_\_

How many people live in your household? \_\_\_\_\_

**Legal Parent / Guardian Signature**

I certify that the information given above is a true statement (legal parent/guardian signature and date required)

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Preschool Promise Address Supplemental Form

### Address Parent Statement

Child Name: \_\_\_\_\_

I am unable to provide documentation of my family's address. I declare that my living address is in Oregon at the following address:

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

### Legal Parent / Guardian Signature

I certify that the information given above is a true statement (legal parent/guardian signature and date required)

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Preschool Promise

## Child's Date of Birth Supplemental Form

### Child's Date of Birth Parent Statement

Child Name: \_\_\_\_\_

I am unable to provide documentation of my child's date of birth. I declare that my child's date of birth is:

Child's Date of Birth (MM/DD/YYYY): \_\_\_\_\_

### Legal Parent / Guardian Signature

I certify that the information given above is a true statement (legal parent/guardian signature and date required)

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Preschool Promise Family Income Supplemental Form

### Family Income Statement

Child Name: \_\_\_\_\_

I am unable to provide documentation of my family's income from \_\_\_\_\_ through \_\_\_\_\_.  
Month Year Month Year

Reason I cannot provide documentation of my income:

<input type="checkbox"/>	I do not have income to report
<input type="checkbox"/>	My income has recently changed. Please describe:
<input type="checkbox"/>	Other

List sources of income for all family members for time period listed above:

Parent/Guardian Name	Income Source(s)	Income Amount
Total Income Amount:		

How many people live in your household? \_\_\_\_\_

### Legal Parent / Guardian Signature

I certify that the information given above is a true statement (legal parent/guardian signature and date required)

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix A: PSP Inclusionary Practices

The following outlines the Preschool Promise grant requirement for PSP grantees.

### 3.8 Inclusionary Practices

The Preschool Promise Program classroom environment must be inclusive of all children, recognizing their full humanity including family composition, culture, language, or family income.

Grantee is required to make reasonable accommodations for children in accordance with the Americans with Disabilities Act and applicable regulations or guidance. Grantee shall also work in partnership with the local early childhood special education (ECSE) provider, other state and regional TA consultants and parents to appropriately support each child's development.

Grantee, 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.

#### 3.8.1 Suspension and Expulsion Policy and Procedure

The Grantee must have a policy and procedures regarding suspension and expulsion that focus on support to sustain attendance and placement. The Grantee must have written procedures for when a child exhibits behaviors that are perceived to be barriers to safe participation in Preschool Promise.

The policy must detail how the Grantee will explore all possible options to facilitate the child's safe participation in Preschool Promise and a process to document all steps taken to maintain the child's placement.

#### **The procedure must also include at a minimum the following actions:**

- A. Observations of initial and ongoing behaviors that are perceived to be barriers to safe participation in Preschool Promise.
- B. Communication and collaboration procedure with parents/legal guardian, including participation of the parents/legal guardian in planning and decision-making.
- C. Consultation with the local Child Care Resource and Referral agency, Early Learning Hub
- D. Consultation with the local ECSE provider.
- E. Written consent of parents/legal guardian, as required, to consult and collaborate with:
  - Inclusive Partners,
  - Child Care Resource & Referral agency,
  - Local ECSE provider,
  - Other community services (if available and deemed appropriate) such as a mental health consultant,
  - Child's health care provider, and
  - Other specialists as needed.
- F. Identification of a strategy to utilize additional resources and to support sustaining attendance and program CQI.

G. Process to develop short and long term plans to address concerns, support sustaining attendance and placement. Plans must address support for the child, support for the family, support for the teaching staff, and program CQI.

H. 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.

## **3.9 Required Policy Considerations**

### **3.9.1 Limitations on suspension**

Grantee must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

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.

If a temporary suspension is deemed necessary, Grantee must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:

- A. Before and/ or during the temporary suspension Grantee must collaborate with the parents and consult with its local Child Care Resource and Referral agency, and Early Intervention/Early Childhood Special Education (if applicable) , using their processes and utilizing additional resources as needed to determine if no other reasonable option is appropriate.
- B. Continuing to engage with the parents and any other necessary supports for the child;
- C. Developing a written plan to document the action and supports that will be provided; and
- D. Collaborating with Child Care Resource and Referral agency, Early Learning Hub, and Early Intervention/ Early Childhood Special Education and other local supports.

### **3.9.2 Prohibition on expulsion**

Grantee must follow the steps above and collaborate with Child Care Resource and Referral agency, Early Learning Hub, and Early Intervention/Early Childhood Special Education to maintain a child's placement in PSP.

When a child exhibits persistent and serious challenging behaviors, the Grantee must explore all possible options and document all steps taken to address such problems and facilitate the child's safe participation in the program. If behaviors extend beyond persistent and serious to immediate safety risks, such as self-harm or harm to others, the process must include an urgent intervention plan, with clear procedural steps to ensure immediate safety and support.

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), Grantee must consult with the agency responsible for the IFSP to ensure the child receives the needed support services.

If the child does not have an IFSP, Grantee must receive parental consent to refer the child to the local



agency responsible for implementing IFSP to determine the child's eligibility for services.

If, after Grantee has explored all possible steps and documented all steps taken as described above, a Grantee, in consultation with the parents, the child's teacher, the agency responsible for implementing IFSP (if applicable), the mental health consultant (if appropriate and available) and other local partners involved in supporting the child 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, Grantee must work with the Early Learning Hub to directly facilitate the transition of the child to a more appropriate setting, such as another publicly funded program or PSP site.

## **Data Collection**

Grantee 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.
- E. Grantee must routinely collect such data and provide data to Agency upon written request.

## APPENDIX B: Reporting Suspected Child Abuse or Neglect – Process for Oregon’s Hubs

All Hub staff are mandatory reporters of suspected child abuse and neglect per ORS 419B.010. This includes the obligation to report suspicions of or allegations of abuse or neglect brought to Hub staff by community members.

If at any point an allegation of child abuse or neglect in the community is made to Hub staff, the staff member must take the following steps:

- Inform the person reporting to you that you will call the [Oregon Child Abuse Hotline](#) at 1-855-503-SAFE (7233) and make a report. Provide them with the hotline number as well. Encourage them to make a report as well.
- As best you can, gather relevant information from the person reporting to you:
  - Name, date of birth or age for all adults and children involved
  - A description of the abuse, including whether the child has current injuries
  - Alleged perpetrator’s name, location and access to the child
  - Whether the child has Native American or Alaska Native heritage
  - Telephone numbers, including area code
  - Any cultural or language considerations, race and ethnicity
  - Addresses, directions or other means to locate the individuals of concern
  - Additional information related to family functioning, resources and supports
  - Detailed observations and statements made by the child or others
  - If applicable, a description of the child’s disability or any special needs.
- Immediately call the [Oregon Child Abuse Hotline](#) at 1-855-503-SAFE(7233).
  - Be prepared to share the information that you received.
  - Be aware that there may be a long wait time.
  - Refer to the link above to learn what you can expect from the hotline.

### AND

- Immediately make a report to child care licensing at 1-800-556-6616 or online at [oregonearlylearning.com/parents-families/making-a-complaint/](https://oregonearlylearning.com/parents-families/making-a-complaint/)
- Take care of yourself. These situations can be traumatic to hear and to share.
- Keep all information confidential.
  - Do not share any information with the alleged perpetrator about your report nor what was shared with you.
  - Do not share details of the allegation with community partners.

- Information about the report should only be shared with regulatory agencies and, in the case of an investigation, law enforcement.
- Keep all information confidential while any assessment or investigation is performed by ODHS/ CPSDo not investigate the situation further. The Oregon Department of Human Services, Child Welfare are responsible for screening reports and conducting an assessment. Remember, even if the assessment leads to the conclusion that the abuse report was unfounded, it still was appropriate to make the report.
- If a PSP family is involved, work with them to determine what they would like to do regarding their child's placement, including transferring to another PSP provider or connecting to other programs or referrals.
- If the complaint was made against a PSP program, continue to enroll children into provider's PSP vacancies.
  - In many cases, Office of Child Care allows providers to operate while under investigation. An allegation alone is not reason to suspend enrollment.
  - PSP staff will inform you if you need to pause enrollment following the results of the assessment.

If the Hub's backbone agency has its own process for reporting child care neglect and abuse, that process may be followed, if the steps above are also taken.

## **Resources for training and additional information:**

Child Safety home page: [www.oregon.gov/dhs/children/child-abuse/Pages/index.aspx](http://www.oregon.gov/dhs/children/child-abuse/Pages/index.aspx)

Mandatory Reporting of Child Abuse: resources, 30 minute video, and how to request training: [www.oregon.gov/dhs/ABUSE/Pages/mandatory\\_report.aspx](http://www.oregon.gov/dhs/ABUSE/Pages/mandatory_report.aspx)

Free two-hour training on Recognizing and Reporting Child Abuse and Neglect. Approved by State of Oregon and available in five languages. Awards certificate of completion. Oregon Center for Career Development - Portland State University: [occd.educadium.com/course/search.php?search=RRCAN](http://occd.educadium.com/course/search.php?search=RRCAN)

## APPENDIX C: Glossary

**Americans with Disabilities Act (ADA)** – Refers to a federal civil rights law that prohibits discrimination against people with disabilities in everyday activities.

**Address Confidentiality Program (ACP)** – The ACP is a free mail forwarding service. It helps survivors of domestic violence, sexual assault, stalking, human trafficking, bias crimes or bias incidents shield their physical address. Program participants are provided with a substitute address to use instead of their real address.

**Baby Promise (BP)** – Refers to an Oregon publicly funded program that offers free, high-quality early care and education for infants and toddlers from low-income families in Oregon.

**Child Care Resource and Referrals (CCR&Rs)** – Means an entity established in accordance with ORS 329A.100 that provides regional or statewide services including 1) guidance and referrals for parents seeking child care through referrals to 211 info; 2) recruiting, training, and supporting early educators to remain in the profession and provide high quality child care programs; 3) the collection of information about the local supply of child care; and 4) community collaboration with Early Learning System partners.

**Continuous Quality Improvement (CQI)** – Can also be referred to Continuous Growth and Development refer to a framework to guide intentional quality improvement in systems and individual organizations. For Early Learning Programs, CQI practices are intended to create a culture in which Early Learning Program directors and staff regularly assess and make improvements to services for children and families. The collaboration of Early Learning Program leaders and staff is expected to build their capacity to identify areas of quality improvement and develop solutions that work for their unique settings and Early Learning Program cultures.

**Department of Early Learning and Care (DELIC)** – Was established by House Bill 3073 in 2021 to consolidate all child care programs and early care and education programs in one place beginning January 1, 2023.

**Early Childhood and Education (ECE)** – Refers to early learning and development programs providing center and home-based services to children aged birth through five years, such as Head Start, Oregon Pre-Kindergarten, Preschool Promise, Baby Promise, K-12 programs, Early Intervention/Early Childhood Special Education, other preschool programs, and child care. These services are further defined as including the formal settings outside of the home, regardless of funding source, that provide care and education for children from birth through kindergarten entry.

**Early Intervention (EI)** – Refers to individually designed services for children birth to three and support for parents to enhance children's physical, cognitive, communication, social emotional and/or adaptive development

**Early Childhood Special Education (ECSE)** – Refers to specially designed instruction for children ages 3 to the age of public school eligibility in the areas of communication, cognitive, social/emotional, adaptive and others.

**Eligibility Specialists** – Hub staff determining eligibility, selection, and placement into early childhood education programs.

**Employment Related Day Care (ERDC)** – refers to Employment Related Day Care benefits which a childcare provider may be approved to receive pursuant to OAR 461-165-0180.

**Enrollment** – the process in which Grantee staff intake the family's and child(ren)'s information into the Grantee's PSP program.

**Federal Poverty Level (FPL)** – A measure of income issued every year by the Department of Health and Human Services (HHS). Federal poverty levels are used to determine eligibility for certain programs and benefits.

**Geographic Area with Low Access (GALA)** – Refers to a geographic area with low access to preschool that is determined by using the Frontier and Remote Area Codes (see [www.ers.usda.gov/data-products/frontier-and-remote-area-codes/](http://www.ers.usda.gov/data-products/frontier-and-remote-area-codes/)).

**Head Start (HS)** – Head Start programs deliver services to children and families in core areas of early learning, health, and family well-being while engaging parents as partners every step of the way for families who are living at or below 100 percent of the Federal Poverty Level. The Head Start program encompasses Head Start preschool programs, which primarily serve three and four-year-old children, and Early Head Start programs for infants, toddlers, and pregnant women.

**Individuals with Disabilities Education Act (IDEA)** – refers to the Individuals with Disabilities Education Act. This law governs how states and public agencies provide early intervention, special education and related services to children with disabilities.

**Individualized Family Service Plan (IFSP)** – Is an Individualized Family Service Plan. An IFSP is a quasi-contractual agreement developed for children with disabilities to help, guide, orchestrate, and document specially designed instruction for each student based on his or her unique academic social and behavioral needs.

**Oregon Health Plan (OHP), Adult** – Oregon Health Plan Adult refers to the health coverage program for adults in Oregon who meet eligibility requirements. OHP is Oregon's Medicaid program.

**Oregon Health Plan (OHP), Bridge** – A benefit program within the OHP that provides health insurance coverage to adults with incomes between 138% and 200% of the FPL, essentially acting as a "bridge" to access healthcare for those who earn slightly too much to qualify for standard OHP benefits but still lack affordable insurance options; it covers medical, dental, and behavioral health care with no member costs like premiums or co-pays.

**Oregon Health Plan (OHP), Citizenship Waived Medical (CWM)** – A program that provides emergency medical coverage to some adults in Oregon who don't meet immigration requirements for OHP. CWM is also known as "emergency medical" or "emergency Medicaid".

**Oregon Prenatal to Kindergarten (OPK)** – OPK was established in 1987 and serves families from the period of prenatal to five years old. This program provides free, high-quality early care and education to families who are living at or below 100 percent of the Federal Poverty Level.

**Parent** – Means the natural parent, adoptive parent, parent surrogate, legal guardian, or any other adult granted educational decision-making rights by the natural or adoptive parent or a court of competent jurisdiction.

**Preschool Promise Program (PSP)** – Refers to an Oregon publicly funded preschool program that offers free, high-quality preschool in child care centers, home-based child care, and public schools to children ages three and four living at or below 200 percent of the Federal Poverty Level.

**Program Year (PY)** – Starts on July 1 and continues through June 30 of the following calendar year.

**Site** – A physical location at which PSP services are provided.

**Slot** – A Grant-funded position in a PSP program; only one child can fill each Slot.

**Social Security** – A federal program in the United States that provides financial support to Americans through retirement, disability, and survivor benefits. It's also known as the Old-Age, Survivors, and Disability Insurance (OASDI) program.

**Social Security Disability Insurance (SSDI)** – Social Security benefit to people who can't work because they have a medical condition that's expected to last at least one year or result in death.

**Social Security Survivor Benefit (SSSB)** – Monthly payments made to the eligible family members of a deceased worker who paid Social Security taxes.

**State** – The state of Oregon.

**Supplemental Nutrition Assistance Program (SNAP)** – A monthly payment that helps low-income people buy food.

**Supplemental Security Income (SSI)** – SSI provides monthly payments to adults and children who have income and resources below specific financial limits, and who meet one of the following criteria:

- They are age 65 or older.
- They are blind.
- They have a medical condition that keeps them from working, which is expected to last one year or result in death.

**Temporary Assistance for Needy Families (TANF)** – A federally funded program that helps families with children who are experiencing low income. TANF provides cash payments and other services to help families achieve economic stability.

**Women, Infant, and Children (WIC)** – Is a supplemental nutrition, education, and health referral program for pregnant, breastfeeding, postpartum individuals, and children under the age of five.

# Acknowledgments

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