



**Preschool
Promise**

Oregon Department of
Early Learning and Care

GRANTEE OPERATIONS MANUAL

VERSION 1



CONTENTS

Introduction	3
How to Use This Guide	4
Local Supports for PSP Grantees	5
Section 1: Preschool promise quality requirements	6
Part 1: Program Operations	7
1.1 Hours and Attendance	7
1.2 Class Size, Teacher-Child Ratio, and Staff Scheduling	10
1.3 Facilities and Classroom Space.....	12
Part 2: Effective Leadership, Collaboration, and Professional Learning.....	14
2.1 Program Mission and Vision.....	14
2.2 Continuous Quality Improvement.....	16
Participation in Spark.....	18
2.3 Leadership with Knowledge of Early Childhood.	20
Professional Development	23
Part 3: Supportive Environments and Ambitious Instruction	26
3.1 Educational Programming	26
3.2 Developmental Screening	30
3.3 Program Environment and Curriculum	32
Nutritious Meals and Snacks During Preschool Promise Hours	39
Religious Instruction During Preschool Promise Hours	41
Reporting and Responding to Abuse Allegations or Exposure	43
3.4 Assessment	45
3.5 Inclusionary Practices	47
Rest and Nap Time During Preschool Promise Hours	55
Toilet Training	56
3.6 Support for Dual Language Learners	58



CONTENTS

Part 4: Family Engagement	63
4.1 Family Engagement and Parent Voice	63
Family Partnership Agreement	66
4.2 Partnering with Families	68
Parent Handbook	71
4.3 Transition Supports	73
Equity Objectives and Expectations	74
Section 2: Program Administration	77
Preschool Promise Grant Administration Support	78
Grant Administration	78
Child Eligibility	79
Recruitment and Enrollment	80
Dual-Funded Programs: Oregon Pre-Kindergarten (OPK), Preschool Promise, and Tribal Grantees	83
Vacancies	84
Confidential Information	86
Business / Organization Practices	87
Parent Fees	89
Address Changes	90
Internet Access	92
Record Keeping	92
Health and Safety Adherence and other Regulations	94
Site Approval	95
Reporting Requirements	97
Budget Requirements	99
Allowable and Unallowable Costs	101
Payment Process	104
End of Year Report	105
Staff Qualifications	106
Substitute Teachers / Teacher Assistants	108
Personnel Salary and Background Requirements	109



CONTENTS

Criminal Background Check (CBR)	
Enrollment Requirement	111
Waivers	112
Monitoring	114
Subcontracting	117
Insurance	119
Definitions	120
Appendix: Acknowledgments	123



Introduction

Preschool Promise (PSP) is a free, publicly funded high-quality preschool program available to Oregon families living at or below 200 percent of the Federal Poverty Level. The program serves children ages 3-5 in a "mixed-delivery model," meaning it's operated in various settings.

PSP settings include licensed certified center-based, home-based childcare, and schools. Participating organizations include culturally specific programs, school districts, Head Start programs, Oregon's nine federally recognized Tribes, Relief Nurseries, education service districts, and community-based organizations. Our mixed delivery model allows families to choose the PSP setting that best fits their needs.

PSP expands access to culturally responsive early care and education (ECE) programs by establishing an inclusive, welcoming environment for all families. PSP Grantees engage parents as partners in their child's learning and development. Per the PSP grant agreement Grantees shall not unlawfully discriminate on the basis of race, color, ethnicity, socioeconomic status, home language, country of origin, immigration status, ability, special needs, religion, gender expression, sexual orientation, family composition, housing status, military status and cultural background and experience, in any of activities or operations.

In 2019, with the passage of the Student Success Act and the creation of the Early Learning Account, the Department of Early Learning and Care (formerly known as Early Learning Division) evolved to direct granting with Preschool Promise providers affording small businesses, non-profits, school districts and others the unique opportunity to partner directly with the state and receive a Preschool Promise grant. Since 2020, the Department of Learning and Care (DELIC) has been working directly with Preschool Promise Grantees. As of 2024, there are over 200 active Preschool Promise Grantees across Oregon. Our commitment is to ensure PSP Grantees have the resources and support they need to be successful with their Preschool Promise grant.

The Preschool Promise Grantee Operations Manual is aligned to the Preschool Promise Grant Agreement and organized by the same sections and requirements. The manual is divided into two major sections:

Section 1:	Preschool Promise Quality Requirements
Section 2:	Grant Administration

The Department of Early Learning and Care (DELIC), in collaboration with Start Early, made strong efforts to provide Preschool Promise Grantees with the information needed to put the Preschool Promise Quality Requirements into practice. As you dive into the Preschool Promise Quality Requirements section of this manual, you'll see that each Preschool Promise Quality requirement includes additional guidance and information to ensure Grantee is implementing a high-quality developmentally appropriate Preschool Promise program. The Grant Administration section of the manual is designed to ensure that Preschool Promise Grantees meet all grant administration requirements such as about staff qualifications, required salaries, business/organizational practices, enrollment, waivers, and more.

**Welcome
to
Preschool
Promise!**

How to Use This Guide

Both sections of the manual are organized to follow the Preschool Promise Grant Agreement. Each requirement of the of the grant agreement is addressed using the following five prompting questions to illustrate the expectation, best practice, and evidence of implementation to support Grantees in understanding the requirements and assist in continuous quality improvement.



What does the Preschool Promise Program Require of the PSP Grantee?

The requirement from the Preschool Promise Grant Agreement is restated in this section to ground the understanding of the requirement.



What does this requirement look like in practice?

This section provides more detail on what the PSP grant requirement looks like in practice when implemented with high quality.

It is important to note that in Oregon's mixed delivery system, requirements may look different from setting to setting. CCR&R Quality Specialists and Coaches will need to engage in additional conversation and exploration to understand each program and how the quality requirements can best be met in the current setting. This will allow supports to be appropriately scaffolded. There are a variety of prompts provided in this section for each requirement to support this conversation in the next section.



What questions could you ask to gauge the implementation and quality of this practice?

The questions here may be used within programs in conversation with Preschool Promise leaders and/or staff to ensure current practices are being implemented and meeting high-quality standards to create a continuous cycle of improvement within programs.



What evidence demonstrates the implementation of this practice?

Examples of evidence of this practice are included here. Grantees may review examples of this evidence with the Quality Specialist to support conversations about current practice and inform improvement. The evidence may be best viewed while reflecting on or discussing the questions above.



What are the related Spark standards?

- Related Spark standards are included here to help PSP grantees, quality specialists, and coaches make connections between Preschool Promise and Spark.
- To learn more about the details of these standards, see the Spark Standards for Family-Based Child Care Programs and the Spark Standards for Center-Based Child Care Programs.

Our goal is to continue offering the opportunity for organizations to receive grants directly from the State of Oregon.

Furthermore, this manual aims to support Preschool Promise Quality Specialists and Coaches in their work with leaders, educators, and staff. It details what quality practices look like and encourages reflection on current implementation and ways to improve these practices. The specialists and coaches can use this manual to provide technical assistance, consultation, and coaching to current and new PSP grantees.

Local Supports for PSP Grantees

Early Learning Hubs

Early Learning Hubs are the lead entity to support PSP grantees in the recruitment, eligibility, selection, and placement of Preschool Promise families. Each Early Learning Hub is assigned an enrollment specialist responsible for connecting families with their desired PSP grantee. Hubs are responsible for enrolling children in the Preschool Promise program using the processes and procedures for eligibility determination, selection, and placement as set forth in OAR 414-470-0000 to 414-470-0070.

Child Care Resource and Referral (CCR&R)

CCR&R staff support PSP grantees in the implementation of high-quality early learning: developmentally appropriate, culturally responsive, and inclusive.

Key TA staff roles include:

Preschool Promise Quality Specialist (QS): The QS consults with PSP grantee employers/owners and instructional leaders to improve program quality. The QS uses the Preschool Promise Playbook and Discussion Guides, as well as other tools, to help PSP grantee leaders meet their goals.

Preschool Promise Instructional Coach: Coaches work with early childhood educators to improve teaching and learning with young children. Coaches use Practice-Based Coaching with teaching teams to help reach the PSP grantees' development and learning goals for participating children.

Coaches and Quality Specialists coordinate technical assistance for each Preschool Promise Grantee related to the Preschool Promise Quality Requirements (Section 1). Grantees should work with DELC staff for technical assistance related to Grant Administration (Section 2).

Stay up to date!

Here are ways in which you can stay up to date with Preschool Promise communication from DELC:

- PSP Grantee Dashboard
- GovDelivery Newsletters and Bulletins; 2-3 times a month
- Weekly Board Message on Grantee Dashboard
- Email PSP@delc.oregon.gov - 24 to 48 hour response time
- Message Line: (503) 856-2895
- Monthly Grantee Office Hours
- One-on-One Technical Assistance Grantee Meetings
- Monthly Outreach to Spanish Grantees
- Monthly Outreach to Licensed Exempt Grantees



SECTION 1: PRESCHOOL PROMISE QUALITY REQUIREMENTS

FOR TECHNICAL SUPPORT AND ASSISTANCE ON THIS SECTION,
PLEASE CONTACT YOUR LOCAL CCR&R.



Part 1: Program Operations

1.1 Hours and Attendance NEW



What does the Preschool Promise Program Require of the PSP Grantee?

Hours: 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: Grantees must achieve a minimum average monthly attendance rate of 85 percent for all children enrolled in the Grantee's Preschool Promise Program. All families are encouraged to maintain consistent attendance in the Preschool Promise Program. Consistent attendance is defined as being present or participating for 85% of expected Preschool Promise Program instructional hours, or more. Grantee must help families in identifying barriers to consistent attendance. Staff initiate supports as appropriate. If participation or attendance ceases, staff make efforts to reengage families to resume attendance. If average Preschool Promise Program monthly attendance falls below 85%, Grantees will be required to submit an improvement plan.



What does this requirement look like in practice?

Hours:

- The program calendar is developed in partnership with families and is structured to meet their child care needs as much as possible.
- A calendar with the program year, days of operation, scheduled closures, holidays, etc. is made available to every parent and is clearly displayed in the classroom.
- There are enough instruction days and hours scheduled to ensure the program will meet the grant requirement regardless of unanticipated closures such as snow days.
- Any changes to the calendar are communicated to all parents and staff in a timely manner including local Early Learning Hub.
- Inclement weather policies regarding when the program may close is clearly described in the parent handbook.

Attendance:

- When a child is not consistently attending the program, staff initiate outreach and supports for the family to identify and address barriers to attendance. Please note low attendance by a child should be viewed as an opportunity to meet with the family to address any barriers and provide support, and should not result in dis-enrollment of a child.
- Information about excused and unexcused absences is included in the parent handbook.
- If participation or attendance ceases, staff make efforts to reengage families to resume attendance.
- If the average Preschool Promise Program monthly attendance falls below 85%, Grantees submit an improvement plan to the DELC.

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.



What questions could you ask to gauge the implementation and quality of this practice?

- Are there enough days of service scheduled to ensure unexpected closures (e.g., storm days, facility challenges) won't impact the program's ability to meet the required minimum hours of direct service?
- Do the operating hours and daily schedule meet the childcare needs of working families in the community?
- Is the importance of consistent attendance explained in the parent handbook?
- Do you have a plan for checking in with families when children have been absent?
- What community resources should I know about to help families who are struggling with consistent attendance (e.g., transportation, mental health services)?



What evidence demonstrates the implementation of this practice?

- Schedule of operating days and hours are included in the parent handbook.
- Attendance records.
- Surveys of families to confirm hours of operation are aligned with scheduling needs.
- Documentation of outreach to families regarding attendance, parent-teacher conference agendas that include discussion of the importance of attendance.
- A sequenced plan for outreach and support to families who encounter barriers to attendance.



What are the related Spark standards?

- **LD8:** The program uses daily routines that support children's learning and development.
- **P2:** The program meets the individual needs of children through mutually respectful, two-way communication with families.
- **FP4:** The program provides support and information to assist families in meeting their child's needs and goals.



1.2 Class Size, Teacher-Child Ratio, and Staff Scheduling



What does the Preschool Promise Program Require of the PSP Grantee?

- Classrooms used for Preschool Promise Program must maintain a maximum class size of 18 with an adult to child ratio of 1:9. Grantees must comply with specified ratios during all direct service hours of the Preschool Promise Program. A lead teacher and a teacher assistant must be assigned to each Preschool Promise Program class regardless of provider type.
- Grantees must maintain staff and child attendance sign-in sheets in any classroom used for the Preschool Promise Program and must use a sign-in sheet that meets applicable regulatory requirements.
- Preschool Promise Lead Teacher and Teacher Assistance may not be assigned to more than one Preschool Promise Program classroom.
- Grantee must provide the Agency a written notice within 14 days of any major staffing changes including, but not limited to, changes in Lead Teacher and Assistant Teacher or extended leaves lasting longer than 21 days.



What does this requirement look like in practice?

- Staffing schedule is organized to ensure consistent 1:9 staff to child ratio. A waiver to class size may be requested of the DELC Program Manager for special circumstances using the waiver process identified in the Grant Manual. Waiver approval information will be shared with CCR&Rs and Early Learning Hubs.
- Provider has clear plans for addressing staff vacations, sick days, etc.
- Program policy or written description of how the program establishes and maintains a consistent caregiver for children.
- Implementing staffing structure that ensure staff have protected time for planning, family communication, evaluations, and other administrative tasks. (See Leadership Section)
- Every Preschool Promise classroom (regardless of setting type and number of slots should have at least one staff member who meets Lead Teacher requirements and at least one staff member who meets Teaching Assistant requirements. You may elect to have another staff member who meets Assistant I/Aide I or Assistant II/Aide II licensing requirements.



What questions could you ask to gauge the implementation and quality of this practice?

- Do staff schedules allow for the program to meet grant requirements at all points during the day.
 - » Are you able to fully meet the staff to child ratio?
 - » Have you created a plan to maintain ratio during staff breaks, staff planning time, and/or when staff are absent?
 - » If not, what are your greatest challenges (i.e., not enough qualified staff in the area, difficulty retaining staff)



What evidence demonstrates the implementation of this practice?

- Staffing schedule
- Staff time cards if available



What are the related Spark standards?

LD10: Group size, child-staff ratios, and staffing patterns are appropriate for the children's age and positively affect children's emotional development, cognitive development, safety, and health.



1.3 Facilities and Classroom Space



What does the Preschool Promise Program Require of the PSP Grantee?

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



What does this requirement look like in practice?

- Classroom or learning environment is clean, well maintained, well-lit and well ventilated.
- Classroom materials and furniture are developmentally appropriate, clean, and well-maintained.
- Electrical outlets accessible to children have protected caps or safety devices when not in use.
- Outdoor play area allows for different types of activities to happen without interfering with one another.
- Outdoor area is well drained and includes some shaded area for children's use.
- Outdoor play equipment is age appropriate and accessible to all preschool age children.
- Outdoor play equipment has adaptations available or special equipment provided to accommodate all children's abilities



What questions could you ask to gauge the implementation and quality of this practice?

- Are children able to move freely around the classroom without challenges?
- Does the space allow for all children to have room to play and move about?
- Are there areas for both active and quiet activities in the classroom?
- Are all children able to access the supplies and materials they need independently?
- Does the outdoor space allow for children to engage in active play safely?
- Are all areas of the indoor or outdoor space able to be actively supervised by staff?



What evidence demonstrates the implementation of this practice?

- Licensed programs: Compliance with annual Health & Safety review conducted by Child Care Licensing Division
- License Exempt Program: Completing License Exempt Health & Safety Checklist annually.



What are the related Spark standards?

LD3: The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.

LD4: The program provides appropriate indoor furnishings that support children's learning and development.

LD5: The program provides appropriate and well-maintained outdoor gross motor area with equipment.



Part 2: Effective Leadership, Collaboration, and Professional Learning

2.1 Program Mission and Vision



What does the Preschool Promise Program Require of the PSP Grantee?

Grantees must have a written statement of philosophy that describes the educational purpose, goals, beliefs and practices of the program. All Preschool Promise Program staff must adhere to the [National Association for the Education of Young Children \(NAEYC\) Code of Ethical Conduct](#).



What does this requirement look like in practice?

- Leaders collaboratively develop a shared mission, vision, and philosophy with the input of families and staff.
- The mission, vision, and philosophy:
 - » Reflect the beliefs and values of the community,
 - » Are consistent with Oregon Early Learning and Kindergarten Guidelines and the Oregon Equity Lens,
 - » Highlight the central role of families and a commitment to engaging families in children's education,
 - » Reflect an appreciation for diversity and a commitment to welcome all children and families,
 - » Describe how each child's individual learning and development is supported through culturally, linguistically, and developmentally responsive practices, including Dual Language Learners (DLLs) and children with developmental delays and disabilities, and
 - » Communicate a commitment to professional learning and continuous quality improvement.
- Leaders and staff use the mission, vision and philosophy as the foundation for planning, implementation and continuous improvement of the program.
- All staff are trained in professional ethics and use the [NAEYC Code of Ethical Conduct](#) to guide their actions and respond to challenging situations in the program.



What questions could you ask to gauge the implementation and quality of this practice?

- What was the process for developing your program's mission, vision and philosophy?
- Does your program's mission, vision, and philosophy include the characteristics listed above (i.e., reflects beliefs and values of the community)?
- Does your program mission and vision explicitly state that your program seeks to achieve equitable outcomes for all children and families?
- How do you communicate your program's mission, vision and philosophy to staff and to families?

- How do you use your program's mission, vision and philosophy as a foundation for planning, implementing, and improving your program?
- How are staff trained in professional ethics? How does the [NAEYC Code of Ethical Conduct](#) guide your actions and help you respond to challenging situations in the program?



What evidence demonstrates the implementation of this practice?

- Written mission, vision, and philosophy made available to staff and families (e.g., included in staff and parent handbooks)
- Signed code of conduct from all staff, program policy stating how and when ethics training is given, a signed certificate, syllabus, or transcript showing participation in ethics training, or Professional Enhancement for Code of Ethical Conduct statement is checked on Oregon Registry Professional Development Statement.



What are the related Spark standards?

Standard LD1: The program is guided by a written statement of philosophy.

Standard PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

Standard AB2: The program assures a professional working climate.



2.2 Continuous Quality Improvement



What does the Preschool Promise Program Require of the PSP Grantee?

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

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

- Program assessment (both self-assessment and/or evaluation from an outside observer),
- Completion of a continuous quality improvement plan,
- Technical assistance on business practices,
- Professional learning supports on implementing curriculum; or
- Participation in a Preschool Promise Focused Child Care Network.



What does this requirement look like in practice?

Program leaders and teaching staff participate in training, consultation, coaching, and other activities provided by their local CCR&R agency that support continuous quality improvement and successful implementation of the Preschool Promise program.

With support of the local CCR&R, program leaders collaborate with staff and families in a cycle of continuous improvement including the following steps:

- Collect and analyze data to understand how children are doing and to identify program strengths and needs, including:
 - » Self-evaluation of the current implementation of the Preschool Promise program.
 - » Classroom observations (e.g., CLASS or ECERS observations) and evaluations conducted by outside observers.
 - » Data from children (e.g., child progress data), staff and parents (e.g., surveys, meetings) aggregated for the program and disaggregated by subgroups such as race, ethnicity, Dual Language Learners (DLLs), children with special needs.
- Use the data to create a continuous quality improvement plan that includes goals and strategies to improve quality and equitable outcomes,
- Implement the improvement strategies, tracking progress towards goals, and adjusting the plan throughout the year as needed.



What questions could you ask to gauge the implementation and quality of this practice?

- How will you use the resources of the CCR&R to help your program improve?
- How do you identify program strengths and needs for improvement?
- What data do you have about your program's quality and about the children and families in your program to inform continuous improvement? What additional data could you collect or use to inform continuous improvement?
- What PSP quality requirements will you focus on in your continuous improvement plan?
- How do you set improvement goals? Are they SMART (Specific, measurable, ambitious, and achievable, relevant, and time-bound) goals and do they address equity?
- How do you strive for equity in your continuous improvement process?
- How do you collaborate with staff in your continuous improvement process?
- How do you engage families in your continuous improvement process?
- How do you track if your CQI plan is implemented? How do you track if it is working? How often do you evaluate and adjust or create a new plan?



What evidence demonstrates the implementation of this practice?

- Evidence of participation in CQI activities with the CCR&R (e.g., training certificate, TA logs, Professional Development Statement).
- Continuous Quality Improvement Plan.
- Data used to inform the plan, i.e., classroom observation data (e.g., CLASS, Environmental Rating Scale), self-assessment and program evaluation data, child progress data (e.g., TS GOLD reports), staff and family survey data.
- Meeting agendas and minutes documenting engagement of staff in CQI.
- Evidence of family input incorporated in CQI plan (e.g., documentation from parent teacher conferences, parent committee meeting minutes).



What are the related Spark standards?

Standard AB5: A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices.

Participation in Spark NEW



What does the Preschool Promise Program Require of the PSP Grantee?

Grantee is required to participate in the Agency's Spark Program.



What does this requirement look like in practice?

- The program leadership and staff have attended a SPARK orientation.
- The program leadership has completed the self-assessment and a SPARK application in partnership with the program staff.
- Grantees that are ERDC listed have chosen to apply for their SPARK rating either through a portfolio or a quality improvement cycle.
- Grantees that are not ERDC listed apply for their rating through the quality improvement cycle
- The provider/program has a relationship with the local CCR&R and is working on a continuous improvement plan aimed at attaining or advancing their SPARK rating.
- The work on the quality improvement plan is a collaborative effort with program staff and program leadership.
- The program leadership takes advantage of the grant opportunities and financial incentives available through SPARK.



What questions could you ask to gauge the implementation and quality of this practice?

- Does everyone in the program understand their role for participating in SPARK?
- What is the plan for conducting the self-assessment? How will you engage the staff in completing the self-assessment?
- Are you including all staff who are impacted by the program's participation in SPARK in the development and implementation of the continuous improvement plan?



What evidence demonstrates the implementation of this practice?

- Completed SPARK self-assessment and application
- Continuous improvement plan and documentation of work toward that improvement
- Applications for grant funding and financial incentives
- Staff meeting minutes with agenda items, discussion and actions reflecting the improvement plan



What are the related Spark standards?

AB5: A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices.



2.3 Leadership with Knowledge of Early Childhood



What does the Preschool Promise Program Require of the PSP Grantee?

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

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



What does this requirement look like in practice?

The designated leader/team provides guidance and support in each area of the Preschool Promise program requirements. Leader responsibilities include:

- Modeling and supporting staff with cultural competency and equitable practice,
- Creating, communicating, and modeling a shared mission, vision, and philosophy,
- Leading data-informed continuous improvement processes in collaboration with staff and families,
- Organizing, facilitating and participating in collaborative, job-embedded professional learning,
- Providing coherent guidance and feedback to staff on effective teaching practices including culturally, linguistically, and developmentally responsive learning environments, curriculum, assessment, interactions and instruction,
- Supporting family engagement practices, partnerships, and parent voice in program decisions,
- Ensuring effective human resource management including hiring qualified staff representative of the community, on-boarding, supervision, and performance evaluation, and
- Ensuring effective management of program operations and resources.

The designated leader/team in high quality programs also create a positive and supportive professional working climate that fosters communication, builds trust, and motivates excellence to advance the program towards its vision for children and families. Program leadership:

- Ensures teachers and teacher assistants have adequate paid protected time in their schedules each week to collaboratively develop inclusive instructional plans, complete formative assessments, and engage with families.
- Ensures teachers and teacher assistants have paid time to participate in professional development opportunities regularly and meet annual professional development requirements.

- Creates and maintains an atmosphere that is nurturing and supportive of staff,
- Models' professionalism and conveys high expectations for all staff,
- Maintains regular communication with staff,
- Promotes open dialogue about successes and challenges and problem-solves implementation issues with staff,
- Provides meaningful staff leadership opportunities,
- Provides strengths-based performance feedback and reflective supervision to improve practice, and
- Regularly solicits feedback from staff to improve organizational culture and climate.

The leader/team includes the building leader that oversees the site (i.e., the business owner, center director, or school principal). The leadership team may also include assistant directors, assistant principals, education coordinators, preschool coordinators, coaches, mentor teachers, and/or teacher leaders who serve at one site or who may circulate amongst multiple sites. In programs with multiple leaders, the program determines and articulates how leadership responsibilities for Preschool Promise are distributed in the leadership team. Specific leaders and leadership team configurations may vary across settings and sizes of programs. See the following examples for guidance:

- In family childcare homes, the business owner is the leader managing the program, supporting staff, engaging families, and providing care and education to the children.
- In small center-based programs, the site director is the leader. A lead teacher may also be part of the leadership team and provide additional guidance to other teaching staff.
- In medium to large center-based programs, the site director is the leader along with the assistant director and/or the education coordinator.
- In school-based programs, the principal is the leader. A preschool director or coordinator may also be part of the leadership team, supporting preschool staff across multiple sites. A lead teacher may also be part of the leadership team and provide additional guidance to other teaching staff.



What questions could you ask to gauge the implementation and quality of this practice?

Program Leaders:

- Are there other leaders on the leadership team for this program? If yes, what are the roles and responsibilities of each leader for the program?
- What experience have you had in leading a preschool program? What is your level of training or knowledge specific to early care and education? What's the other leaders' level of knowledge and experience in ECE? Are there others with ECE knowledge who could be included on the leadership team?
- What is your level of knowledge of the broader early learning system (e.g., Hubs, CCR&Rs)?

- How do you and the others on the leadership team provide guidance to staff?
 - » About cultural competency and equitable practice?
 - » About teaching and learning?
 - » About family engagement?
- How do you and others on the leadership team create a positive and supportive work environment?
- How do you schedule and protect time for teachers and teacher assistants to collaboratively develop instructional plans, complete formative assessments, engage families, and participate in professional learning opportunities?
- What are your leadership strengths and areas for improvement?
- Do you have a plan to develop leadership knowledge and skill?



What evidence demonstrates the implementation of this practice?

- Proof of leader knowledge of early childhood (e.g., transcripts, training certificates) and/or professional development plan
- Job descriptions of the leader(s)
- Organizational chart and staffing plan
- Program calendar and staff schedules includes time reserved for planning, assessment, professional learning and collaboration
- Staff surveys



What are the related Spark standards?

PQ1: The program's leader is presently qualified through education, training, and experience.

AB2: In programs where there are multiple employees, the program assures a professional working climate.



What does the Preschool Promise Program Require of the PSP Grantee?

Grantee must ensure all teaching staff and leaders engage in ongoing professional learning experiences that include collaborative, job-embedded strategies, such as coaching, mentoring, and peer learning groups to develop professional competencies, strengthen program quality, and improve child outcomes. If Grantee has a coaching system in place, then required training includes DELC's coaching pathways facilitated by the Early Learning System Initiative at Oregon State University: mentor coaching, workshops, tiered coaching certification, and communities of practice.

Grantee must ensure teaching staff and leadership have an annual professional learning plan and participate in a minimum of 20 hours of professional learning/development annually. Budgets should include adequate substitute coverage in order to meet this requirement.



What does this requirement look like in practice?

- Staffing schedules include time for collaborative job embedded professional development including time for teaching staff to review child and classroom data for reflective practice and continuous quality improvement.
- Time spent in coaching and mentoring activities is accounted for in the staffing schedule.
- All teaching staff and program leadership participate in the Oregon Registry.
- A record of professional development activities is maintained for each staff person and at least 20 hours of professional development is attained by each member of the teaching team.
- Teaching staff and program leadership have personal professional development plans that are focused on building professional competencies.
- Professional learning opportunities are prioritized based on individual and team developmental needs.
- Funding for individual and team professional learning opportunities is included in the budget.
- Team professional learning opportunities are designed based on data from classroom continuous improvement data and needs identified by the staff and program leadership. These are scheduled during regular working hours and accounted for in the program annual schedule.
- Teaching staff are compensated for individual professional learning when participation occurs outside of regular working hours.



What questions could you ask to gauge the implementation and quality of this practice?

- Does everyone on the teaching team have an individual professional learning plan?
- Does the staffing plan include enough time for professional development and have sufficient classroom coverage?
- Is there sufficient funding in the budget to ensure everyone can participate in at least 20 hours of professional learning?
- Do you have a process in your continuous quality improvement approach to develop a plan for team professional learning?
- Are there enough staff to ensure coverage for job embedded professional development such as coaching and mentoring, collaborative review of individual child and classroom data, etc.?
- Is there a policy for compensating staff when they participate in professional development opportunities outside of regular work hours?
- What are the goals of professional development for your program? Are they informed by data?
- How are specific professional learning goals and plans determined for individuals? How are they linked to program improvement plans?
- How do program leaders provide support to staff to apply professional learning to practice?
- Do professional learning experiences provided to staff use evidence-based strategies to effectively support adult learning and practice change, including the strategies described above? How do you know?
- What are your/your program's strengths regarding professional learning support? What are the opportunities for improvement?



What evidence demonstrates the implementation of this practice?

- Documentation of professional learning experiences including participants, content/ competency focus, date, amount of time (e.g., training certificates; training and peer learning group sign in sheets and agendas; coaching logs).
- Program calendar includes time reserved for professional learning and collaboration.
- Program budget demonstrates allocations for professional learning.
- Oregon Registry proof of participation.



What are the related Spark standards?

PQ1: The program's leader is presently qualified through education, training, and experience.

PQ2: The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience. (Not applicable to Family Child Care Programs)

PQ3: The program's assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

PQ4: Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan that will lead to advancement up to Step 10 on the Oregon Registry.

PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

PQ3: The program's assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

PQ4: Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan that will lead to advancement up to Step 10 on the Oregon Registry.

PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.



Part 3: Supportive Environments and Ambitious Instruction

3.1 Educational Programming



What does the Preschool Promise Program Require of the PSP Grantee?

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

Educational programming should include, but is not limited to:

- Established routines,
- Intentional environments that are developmentally appropriate,
- Culturally responsive child experiences, and
- Scaffolding supports designed to sequence learning of new concepts and skills.



What does this requirement look like in practice?

Established routines that promote developmentally appropriate and culturally responsive experiences are consistent yet flexible to meet the needs of young children and maximize time for learning. The daily schedule and established routines include:

- Indoor and outdoor activities, weather permitting,
- Teacher-initiated and child-initiated activities,
- Individual, small group and large group activities,
- Large group activities are kept to a short, age-appropriate length of time. Children are not required to participate, and alternative activities are available to them.
- Quiet and active play times,
- Minimal transitions with ample time for meaningful, in-depth engagement in exploration and learning,
- Smooth transitions organized to minimize wait times and that incorporate activities to support learning and development,
- At least one regularly scheduled rest period in the afternoon or when children are likely to be tired (See sample daily schedules and resource list for additional guidance),
 - » Children who do not sleep are provided with an alternative quiet activity.
 - » Space for rest time is conducive to napping (e.g., dim lights, quiet atmosphere, soft music, etc.).
- Meals and snacks that meet children's needs and support their learning and development, served in compliance with Child and Adult Care Food Program requirements.

Intentional Environments that promote developmentally appropriate and culturally responsive experiences include:

- Defined areas or interest centers to support exploration, inquiry, construction, and creative expression (e.g., block area, art area, dramatic play area, manipulative's area, reading/book area, writing area, science area, etc.)
- A cozy, quiet area(s) separate from the area(s) for active play.
- Space for children to interact with adults and peers and to engage in independent activities,
- Displays that are at children's eye level, reflect current learning goals, represent the children enrolled and include examples of their work,
- A wide variety of books and materials to stimulate play, experimentation, and conceptual learning in all developmental areas. The materials are:
 - » Chosen intentionally to support children's learning goals
 - » Age-appropriate, support a range of abilities, and accommodate children's developmental delays and disabilities
 - » A mix of open-ended (e.g., blocks, crayons), pretend (e.g., cars, people) and self-correcting (e.g., puzzles)
 - » Selected to build on children's interests, extend the studies happening in the classroom, and accommodate new skill levels
 - » Representative of the daily life, family, culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items)
 - » Representative of the diversity found in society—including race, ethnicity, gender identity, age, language, and abilities—while being respectful of the cultural traditions, values, and beliefs of enrolled families.
 - » Well-maintained, organized and labeled
 - » Of sufficient quantity for the numbers of children being served.
 - » Rotated to reflect changing curriculum and accommodate new interests and skill levels.
 - » Outdoor space with a variety of age-appropriate materials to support structured and unstructured play and learning in multiple domains.

In addition, educational programming includes developmentally appropriate and culturally responsive experiences that sequence and scaffold learning of new concepts and skills. Teachers provide ambitious instruction that emphasizes inquiry and understanding (versus rote instruction and basic skill development), build children's knowledge, and extend their thinking and communication skills.

- Providing ambitious instruction means that teaching staff:
- Create meaningful learning experiences by making connections:
 - » To children's family, culture and community,

- » To prior learning and to peers, and
- » Across the curriculum and environment.
- Implement interactions and instruction that are Inclusive and responsive to:
 - » Language and culture, and
 - » Individual and group strengths, interests and needs.
- Implement instruction that is intellectually bold:
 - » Rooted in projects, stories, studies, and play.
 - » Rich in concepts, feedback, and language.
 - » Teachers pose problems and ask open-ended questions to stimulate higher order thinking.
 - » Teachers use scaffolding to help children understand concepts, answer questions, or complete activities.
 - » Teachers listen to children and engage them in extended conversations.
 - » Teachers use self-talk and parallel talk.
 - » Prioritizes inquiry, construction, and creative expression.
- Routinely provide all children with a variety of ways to participate, gain information, and demonstrate what they know to address children's different learning styles, languages, abilities, and temperaments.



What questions could you ask to gauge the implementation and quality of this practice?

- Does your daily schedule include the variety and balance of activities described above (i.e., indoor/ outdoor, quiet/active, large group/small group/individual)?
- What do you do when individual children are having trouble following the routines and schedule of the group (e.g., wandering away from circle time, not sleepy during rest time, still eating when lunch time is over)?
- What strategies do you use to minimize and smooth transitions and make the most of time for learning?
- Does the learning environment include defined areas and a variety of books and materials with the characteristics described above?
- How do you choose books and materials for the environment?
- How do you incorporate materials that are culturally sensitive and responsive, representative of the children and families in the program and of the diversity in society?
- How do you ensure the learning environment is accessible to all children and the materials accommodate children with a range of abilities?
- What does instruction look like in your program? How do you build children's knowledge, extend their thinking, and communication skills?

- How do you ensure the learning environment and instruction is aligned with Oregon's Kindergarten and Early Learning Guidelines?
- What are your/yours program's strengths regarding educational programming? What are the needs for improvement?



What evidence demonstrates the implementation of this practice?

- Written Daily Schedule
- Early Childhood Environmental Rating Scale or Family Child Care Environmental Rating Scale
- Classroom Assessment Scoring System- Pre-K (CLASS)



What are the related Spark standards?

LD3: The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.

LD4: The program provides appropriate indoor furnishings that support children's learning and development.

LD5: The program provides appropriate and well-maintained outdoor gross motor area with equipment.

LD6: The program uses materials that support children's learning and development.

LD8: The program uses daily routines that support children's learning and development.

LD11: The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support.



3.2 Developmental Screening



What does the Preschool Promise Program Require of the PSP Grantee?

In partnership with each child's parent and with parental consent, a program must complete or obtain a current developmental screening (ASQ and ASQ-SE). Grantees must ensure each child receives a developmental screening to identify potential concerns regarding a child's language, cognitive, motor, social, emotional, and behavioral skills (ASQ and ASQ-SE) within 45 calendar days of when the child first attends the program. The screening may be completed through partnership with another agency, such as local EI/ECSE providers or pediatric offices. Parent/guardian consent must be received prior to the child being screened. The results of screenings must be shared with families and Grantee must do any follow up deemed appropriate (ex. refer to ECSE provider).



What does this requirement look like in practice?

This requirement may be fully met by providers conducting the developmental screening on their own, or through partnerships - including with Hubs, Coordinated Care Organizations (CCOs), Early Intervention/Early Childhood Special Education programs and Head Start partners.

Whether the provider conducts the screening on their own or it is conducted through a partnership:

- The screening process is culturally and linguistically responsive (i.e., the assessment is conducted in the family's preferred language).
- A home language questionnaire is completed at enrollment to determine the child's home language and the preferred language of communication for families.
- For dual language learners, the developmental screening is administered by bilingual staff, or through an interpreter together with qualified and trained staff.
- The screening results are shared with parents in writing and verbally, in the preferred language of the family.
- When screening results indicate a potential concern, the program shall refer the family to the Local Education Agency for IDEA Part B (EI/ECSE) for a formal evaluation and provide support to the family through the evaluation process.



What questions could you ask to gauge the implementation and quality of this practice?

- How will you ensure that an ASQ or and ASQ-SE is conducted on each child within 45 days of enrollment?
- Is this requirement explained in your parent handbook?
- How do you partner with families throughout the screening process?
- When obtaining consent for the screening?
- To incorporate their input in the screening process.

- When sharing and reviewing screening results?
- What do you do when the screening identifies a potential developmental concern? How do you partner with families in making a referral?
- How do you determine if a child is a Dual Language Learner or has a home language other than English?
- How do you adapt the screening process for children who are dual language learners?
- What are your/your program's strengths regarding developmental screening? What are the needs for improvement?



What evidence demonstrates the implementation of this practice?

- Completed screenings with:
 - » Documentation of parent consent and parent input
 - » Documentation of parents informed of results
- Evidence of referrals made when indicated (and follow-up on referrals).



What are the related Spark standards?

LD9: The program uses information from screening and assessment to measure children's learning and development to make referrals and do program planning.

[Spark Standards for Family Based Child Care Programs](#)

[Spark Standards for Center Based Child Care Programs](#)



3.3 Program Environment and Curriculum

Program Environment



What does the Preschool Promise Program Require of the PSP Grantee?

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

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

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



What does this requirement look like in practice?

Teaching staff:

- Provide warm, nurturing, positive individual relationships with every child by providing care that is attentive, responsive, comforting, supportive, and culturally sensitive.
- Listen to children with attention and respect; respond to their questions and requests.
- Show empathy and caring for children who are upset, hurt, or angry.
- Model and intentionally teach self-regulation and emotional skills, such as recognizing feelings, expressing them appropriately, accepting others' feelings and controlling impulses.
- Ensure rules and behavior expectations are clear to all and reviewed on a regular basis.
- Staff and children develop group rules and behavior expectations together.
- Rules and behavior expectations are stated simply and positively.
- Rules and behavior expectations are posted at children's level with visual cues.
- Consistently and proactively monitor classroom behaviors to prevent problems from developing.
- Reinforce positive behaviors and redirect unwanted behaviors.
- Support and assist children as they learn to solve conflicts and problems with peers.
- Provide support and encouragement for children to engage in learning experiences and persist through challenges.

- Encourage children to make choices, coach them to express their ideas, and foster increasing responsibility.
- Are flexible in incorporating children's interests and ideas in their learning activities.

To support a child who is exhibiting on-going challenging behavior, teaching staff:

- Respond to the challenging behavior in a manner that:
- Provides for the safety of the child and others in the classroom.
- Provides the child information and support for acceptable behavior.
- Is respectful and calm.
- Observe the child to identify what events, activities, interactions or other factors could predict or contribute to challenging behavior. Also observe to identify the child's strengths and situations when the child is successful.
- Share observations with parents/guardians, listen to their insights and work together to develop a plan of how best to support the child's appropriate behavior.
- Teachers understand the impact of toxic stress and trauma and implement responsive strategies that promote healing and resilience.
- Physical punishments, harsh or severe methods to control behavior are prohibited.



What questions could you ask to gauge the implementation and quality of this practice?

- How do you create a classroom climate that is safe, respectful, and welcoming for all children?
- How do you build positive teacher-child relationships?
- How do you promote the development of positive peer relationships and emotional skills (e.g., recognizing feelings, expressing them appropriately, accepting others' feelings and controlling impulses)?
- How do you support and assist children as they learn to solve conflicts and problems with peers?
- How do you promote children's self-confidence (e.g., to engage in learning environments, make choices, express their ideas, assume responsibility, and persist through challenges)?
- What classroom and behavior management strategies do you use? Do you use the practices described above?
- How have you addressed issues with children with challenging behaviors? Does your program use the strategies described above? How will you act to support children with challenging behaviors and ensure they are not suspended or expelled?
- How do you partner with existing mental health agencies, Early Childhood Special Education programs, CCR&Rs and other community partners to address these issues?
- Do teachers receive training in understanding the impact of toxic stress and trauma? Do they implement responsive strategies that promote healing and resilience?
- What are your/your program's strengths regarding social emotional learning? What are the needs for improvement?



What evidence demonstrates the implementation of this practice?

- Early Childhood Environmental Rating Scale or Family Child Care Environmental Rating Scale.
- Classroom Assessment Scoring System- Pre-K (CLASS).
- Program's policy for adult-child interactions.
- Program's policy on behavior management.



What are the related Spark standards?

LD11: The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support.

LD12: The program facilitates and supports children's positive social and emotional development.



Program Curriculum



What does the Preschool Promise Program Require of the PSP Grantee?

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

- Aligned with Oregon's Early Learning and Kindergarten Guidelines,
- Based on the science of child development and how young children learn,
- Culturally and linguistic responsive,
- Balanced with adult-directed and child-initiated activities,
- Specifies outcomes for key areas of development,
- Allows for adaptability to build on children's' interests,
- Explores topics that are relevant to the school community,
- Designed to provide specialized and individualized instruction for child with a disability, and
- Support positive adult-child interactions.

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

- Post activity plans that include evidence of individualization, and
- Make a written curriculum statement available for staff and parents.



What does this requirement look like in practice?

In early learning, we know that by combining both a research-based curriculum and intentional educational programming, children thrive. Preschool Promise providers can visit Oregon Department of Education's website to access the state's Early Learning Standards, and related resources.

Regardless of the curriculum chosen by the Preschool Promise Grantee, activities and materials used are inclusive, culturally, and linguistically responsive. To help all children feel accepted and to encourage a positive atmosphere, teachers create a sense of classroom community. Teachers facilitate independence, encourage children's friendships, and create opportunities for children to share their interests. Learning experiences are designed to respect children's experiences and capitalize on their families' cultural assets. The focus is on the daily lives of families in the community, rather than only holidays, celebrations, or people far away. Books and other play materials (dolls, art supplies, posters, dramatic play supplies, etc.) reflect a wide variety of people, by gender, race, language, and abilities. Materials, books, and other images avoid stereotypes and display people of all abilities, race, and genders.

Teachers plan activities at learning centers, small and large group activities, and shared reading experiences informed by the interests and experiences of the children. Teachers also capitalize on spontaneous opportunities during transition times such as cleaning up from free play, hand-washing, mealtimes, and preparing for outdoor play.

Each Preschool Promise program has clear learning plans designed to facilitate each child's learning and development. Language, literacy, math, science, and social studies are integrated throughout. The curriculum emphasizes play-based learning, including opportunities for learning through free play, child directed play experiences with some adult guidance and scaffolding toward learning objectives, and teacher-directed playful experiences.

Children's individual social emotional, physical, language and literacy and cognitive development are all considered by the teachers as they plan activities. The curriculum supports individualized instruction for children with a range of abilities and includes methods for inclusion of children experiencing disabilities.

The curriculum supports the ongoing development of Dual Language Learner (DLL) children's home language as well as their English language acquisition. Classroom furniture and materials are labeled in the languages represented in the classroom. If teachers do not speak the home language of the children enrolled, effort is made to learn key phrases, and interpreter supports are provided when appropriate.

Teaching staff use child observations, developmental assessment data, and information from families to inform curriculum plans. All planned activities promote children's active engagement and exploration through first-hand, multi-sensory experiences. Activities are designed to encourage curiosity, empathy, and cultural understanding. Learning activities based on rote learning (flashcards, coloring books and worksheets) are avoided. Activities are open-ended, allowing for a classroom environment and materials that allow for many possible outcomes.

The lists that follow are examples and not an exhaustive list of possible curricula; refer to the requirements for curricula above when choosing your program's curricula.

Examples of Preschool Curricula:

- The Creative Curriculum for Preschool (5th ed.)
- High Scope Preschool Curriculum
- Developmental Learning Materials
- Opening the World of Learning (OWL)
- The Scholastic Curriculum for Family Child Care (2nd ed.)
- The Creative Curriculum for Family Child Care (2nd ed.)

Examples of Preschool Curricula previously used by existing Spark rated providers:

- The Creative Curriculum for Preschool (5th ed.)
- High Scope Preschool Curriculum
- Developmental Learning Materials
- Opening the World of Learning (OWL)

Examples of Preschool Curricula for Family Child Care Programs:

- The Scholastic Curriculum for Family Child Care (2nd ed.)
- The Creative Curriculum for Family Child Care (2nd ed.)

The program supports effective curriculum implementation by:

- Ensuring teaching staff have training in the curriculum.
- Monitoring curriculum implementation for fidelity or consistency of implementation within the curriculum model.
- Providing teaching staff guidance, feedback and support.
- Providing opportunities for teaching staff to collaborate within and across classrooms/ programs to reflect and plan for curriculum and instruction.



What questions could you ask to gauge the implementation and quality of this practice?

Review and identify examples from a recent activity/lesson plan, as you reflect on the following questions:

- What curriculum model does your program use?
- How do you implement your curriculum with fidelity? In what ways do you modify, adapt, or supplement your curriculum?
- How do you support each teacher's understanding of your chosen curriculum model and/or educational pedagogy?
- How do you use your curriculum to plan learning experiences?
 - » Do you promote learning through play and hands-on experiences? How so?
 - » How do the Oregon Early Learning Guidelines and the curriculum goals factor into your curriculum planning?
 - » How often do you teach concepts of literacy, math, science, and social studies through planned activities? How do you teach concepts in these areas?
- How do you address the individual needs of students in your curriculum planning and activities?
- How does screening and assessment data inform your curriculum planning and activities?
- How do you collect information about students' interests and use this information to inform curriculum activities?
- How do you communicate with families about the curriculum? How do you engage families to connect and extend learning opportunities across home and school? What information from families do you find helpful in your curriculum planning?
- How do you ensure the curriculum is culturally relevant and responsive? How do you know it is culturally relevant and responsive?
- How do you promote positive individual and group identity development, foster respect and value for diversity, avoid and counter prejudices, biases and stereotypes in your curriculum activities?

- How do you incorporate strategies that support the development of dual language learners into the curriculum activities?
- How do you ensure that children's IFSP/IEP goals, accommodations, modifications and/or supplementary supports are fully integrated into curriculum activities?
- How do you support effective curriculum implementation?
- Ensuring teaching staff have training in the curriculum?
 - » Monitoring curriculum implementation for fidelity?
 - » Providing teaching staff with guidance, feedback, and support?
 - » Providing opportunities for teaching staff to collaborate to reflect and plan for curriculum and instruction?
- What are your/your program's strengths regarding curriculum? What are the needs for improvement?



What evidence demonstrates the implementation of this practice?

- Written description of curriculum accessible to staff and families (e.g., staff and parent handbooks)
- Activity or lesson plans, including evidence of:
 - » Use of the adopted curriculum.
 - » Clear goals connected to Oregon Early Learning Guidelines.
 - » A variety of materials and learning activities that include and integrate math, science, literacy, social studies concepts.
 - » Connections to children's interests, family, culture and community.
 - » Specific instructional strategies
 - » Teaching strategies to support Dual Language Learners (DLLs) in the development of their home language and the acquisition of English.
 - » Individualization/differentiation for children with a range of abilities based on observations, assessments, child goals and Individual Education Programs (IEPs).
 - » Family engagement strategies to connect and extend learning across home and school.



What are the related Spark standards?

LD2: The program uses a curriculum that supports all children's learning and development.

LD7: The program uses planned curriculum activities that support children's learning and development.

Nutritious Meals and Snacks During Preschool Promise Hours

NEW



What does the Preschool Promise Program Require of the PSP Grantee?

The 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. Grantees are prohibited from charging parents/guardians of eligible children any fees or tuition for the Preschool Promise Program. This includes any mealtime supplies.



What does this requirement look like in practice?

- The program provides meals in adherence to the standards and requirements of CACFP or related K-12 program.
- Depending on the hours of the program, breakfast, lunch, and snack may be provided to all children. Meal and snack schedules ensure that children are offered nutritious food every two to three hours at appropriate times (not too early or too late) during the time they are participating in Preschool Promise. Food is offered to children who express hunger when arriving at the program after a scheduled mealtime.
- Whenever possible, meals are served family style
- Teachers sit with the children when meals are being served and model good manners and eating habits. Teachers also use mealtimes as a learning opportunity for social skills, promoting language development, hand-eye coordination, decision making and problem-solving skills.
- Adults and children wash their hands before eating or preparing food.
- Utensils for serving and eating food are appropriately sized for young children.
- A variety of foods are provided including foods that are reflective of the cultural and ethnic representation of the children enrolled in the program.
- New foods are introduced along with familiar foods. Children are encouraged to try new foods but are not required or forced. Staff understand that it may take multiple times before a child will try a new food.
- Children participate in food preparation when possible.
- Family dietary preferences (e.g., kosher, halal, vegan, vegetarian, etc.) are respected and included in meal planning and preparation.



What questions could you ask to gauge the implementation and quality of this practice?

- Do the meals and snacks provided meet the five meal components of the CACFP program?
- Does the teaching staff use the opportunity of meals and snacks to encourage healthy eating habits as well as other learning and development skills?

- Are you taking advantage of trainings provided by the CACFP sponsor?
- How can you incorporate food preparation into the curriculum?
- How can you engage families in developing menus that reflect the cultural representation of the children enrolled in the program?



What evidence demonstrates the implementation of this practice?

- Menus that are in aligned with CACFP standards
- Daily schedule that matches the timing of food being available every two to three hours during instruction time.
- Professional development certificates for topics such as supporting healthy eating habits for preschoolers, food health and safety, etc.



What are the related Spark standards?

HS1: Children are provided instruction and support to independently manage health and hygiene practices.

HS3: Healthy eating habits are supported and encouraged.

LD8: The program uses daily routines that support children's learning and development.

LD11: The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support.

LD12: The program facilitates and supports children's positive social and emotional development.

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.



Religious Instruction During Preschool Promise Hours

NEW



What does the Preschool Promise Program Require of the PSP Grantee?

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



What does this requirement look like in practice?

- The learning environment is built upon a sense of appreciation and equality for the diverse family backgrounds of the children enrolled.
- The program curriculum does not include any references to religion and does not have any activities that promote religious beliefs or any specific religion.
- Children are not expected to say prayers at any point during the Preschool Promise instruction hours.
- Family activities that are part of the Preschool Promise experience for families does not include any religious practices or promotion of religious beliefs.
- If the program is managed by a religious institution, promotion of that religion does not occur in the Preschool Promise classroom(s) or in any related materials.



What questions could you ask to gauge the implementation and quality of this practice?

- Does your program have a welcoming and inclusive atmosphere for families?
- Does the parent handbook and the employee handbook have a clear statement that the program will not promote religion or religious beliefs during Preschool Promise hours?
- If there are religious symbols located in or around the classroom, do you have a way to discuss them in a neutral manner if children ask questions?



What evidence demonstrates the implementation of this practice?

- Parent surveys consistently demonstrate that families feel welcomed and included
- The parent handbook and the employee handbook clearly state that religion and religious beliefs are not part of the Preschool Promise curriculum and will not be taught during Preschool Promise instruction hours.
- Staff do not engage in any teaching of religion or religious beliefs when providing Preschool Promise services.
- Staff are comfortable talking to children about religious symbols in or around the classroom that is consistent and neutral.



What are the related Spark standards?

LD11: The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support.

LD12: The program facilitates and supports children's positive social and emotional development.



Reporting and Responding to Abuse Allegations or Exposure

NEW



What does the Preschool Promise Program Require of the PSP Grantee?

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

Staff must be trained on procedures for reporting suspected child abuse or neglect.

Staff shall report suspected child abuse or neglect immediately, as required by the Child Abuse Reporting Law (ORS 419B.005 through 419B.050), to the Department of Human Services Child Welfare (DHS) or to a law enforcement agency. By statute, this requirement applies 24 hours per day.



What does this requirement look like in practice?

- There are clearly written policies on reporting allegations of suspected sexual or physical abuse and neglect that may have occurred in the program.
- There are clearly written policies on reporting allegations of suspected sexual or physical abuse and neglect that may have occurred for the child outside of the program.
- These policies include detail on:
 - » How families will be informed and supported
 - » How the appropriate authorities will be informed
 - » The role of a mandated reporter
 - » What personnel actions will be taken if a staff member is accused of perpetrating abuse, violates confidentiality, or behaves inappropriately with children or staff.
- Staff are trained annually on responding to and reporting suspected abuse or neglect, supporting families in this situation, understanding trauma, racial and poverty bias.
- Families are informed of these policies upon enrollment both verbally and in writing (i.e., in the parent handbook).



What questions could you ask to gauge the implementation and quality of this practice?

- Do you fully understand the state requirements for reporting suspected abuse and neglect?
- Are your policies clear and respectful of everyone involved?
- Are staff routinely trained in their responsibilities as mandated reporters?
- Do you fully understand the state requirements for reporting suspected abuse and neglect?
- Are your policies clear and respectful of everyone involved?

- Are staff routinely trained in their responsibilities as mandated reporters?
- Are staff routinely trained in understanding that poverty does not equal neglect, and that supporting families to access food, income support programs and other services should be the first approach?
- Are there cultural norms of the community you serve that others not familiar with the community might consider neglectful or abusive?
- Do your policies clearly state what is considered abuse or neglect by the state to help families and staff differentiate that from the community's cultural norms?



What evidence demonstrates the implementation of this practice?

- Policies in reporting and responding to abuse or neglect are in both staff and parent handbooks
- Training logs, training certificates, etc. demonstrate that staff have been trained
- Signed statements from staff confirming that they have been trained and they understand their responsibilities as mandated reporters
- Signed statements from staff that they have been trained and understand the personnel policies that will be implemented if they are suspected of abuse or neglect.



What are the related Spark standards?

HS5: Program personnel collaborate with health and related service professionals to address the individual health needs of children as applicable.

PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.

AB2: The program assures a professional working climate.

3.4 Assessment



What does the Preschool Promise Program Require of the PSP Grantee?

Grantees must conduct ongoing formative assessments of each child at least three times during the program year. Grantee must choose a formative developmental assessment tool that aligns with all developmental domains and indicators in Oregon's Early Learning and Kindergarten Guidelines.

Assessment data must be used to create individual, small group and large group activity plans. Individual child outcomes should be shared with parent/guardian at Parent and Teacher conferences.

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



What does this requirement look like in practice?

The assessment used addresses learning and development in at least the following domains: approaches to learning, social-emotional, cognitive, language, literacy, math, physical. Any tool used is valid, reliable, and respectful of a child's cultural and linguistic experiences, developmentally appropriate and administered in the child's home language.

Families are asked to share their observations and insights about their child's learning and development. This documentation is collected in a portfolio for each child and used as data for assessing children's progress. Teachers observe children during everyday activities and routines and document the specific skills they demonstrate using anecdotal notes, work samples, photos, family input, and other artifacts.

For dual language learners, the provider assesses progress in home language development and progress in English language acquisition. For domains other than language, assessments are conducted in the language that best captures the children's skills. Assessments in children's home language are completed by qualified bilingual staff. If bilingual staff or contractors are not available, the provider uses an interpreter in conjunction with a qualified staff person.

Teaching staff receive training on the specific assessment tool used, and in assessment best practices. Teaching staff have a reasonable amount of paid time each week to plan, prepare for and document developmental assessments, curriculum, and instruction.

Teaching staff use a continuous cycle of collecting, analyzing, and reviewing child observations and developmental assessment data to inform child goals and support individualized learning plans.

Grantees have an assessment plan, which outlines:

- How the assessment process is supported and utilized,
- When teachers have time for reviewing, entering and reflecting on assessment data and how this supports the instructional cycle.
- Strategies on gathering assessment evidence (including documentation of specific skills, anecdotal observations, portfolio artifacts and curriculum assessment tools)

Please Note: Providers are invited to access Teaching Strategies GOLD, as part of an umbrella agreement the Department of Early Learning and Care (DELIC). Usage of TSG is not required by the Preschool Promise grant.

Teaching staff conduct ongoing progress monitoring and an analysis of student work and observations continuously throughout the year. Child assessment data is shared with families during conferences.

Assessment results are used to inform professional learning, continuous improvement, and other decisions. The data is disaggregated by subgroups such as dual language Portfolio for children should include work samples, videos, photographs, anecdotal notes and documentation of family input.

When assessment results indicate a potential concern about a child's learning and development, the provider refers the family to the lead education agency for IDEA Part B (EI/ECSE) for a formal evaluation and provides support to the family through the evaluation process.



What questions could you ask to gauge the implementation and quality of this practice?

- What is your program's assessment process?
- If your program has chosen its own assessment tool (not Teaching Strategies GOLD), does it have the characteristics listed above?
- What types of child assessment data do you collect and use?
- How often do you formally assess children? (PSP should be three times a year)
- How do you use child assessment data?
- What routines are in place to facilitate teachers' review, reflection on and planning with child assessment data?
- How do you conduct assessment of dual language learners? How do you use the strategies listed above?
- Do staff receive training on the assessment tools used in the program?
- What are your/your program's strengths regarding developmental assessment? What are the needs for improvement?



What evidence demonstrates the implementation of this practice?

- Evidence of ongoing observation and documentation to inform assessments (e.g., portfolios with anecdotal notes, work samples)
- Assessment results
- Evidence families engaged in and informed of their child's assessment.
- Documentation referrals made when indicated
- Lesson plans (and/or other written plans) reflecting individualization/differentiation of instruction based on assessments.



What are the related Spark standards?

LD9: The program uses information from screening and assessment to measure children's learning and development to make referrals and do program planning.

3.5 Inclusionary Practices Updated



What does the Preschool Promise Program Require of the PSP Grantee?

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

Grantee is required to make reasonable accommodations for children identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) and to work in partnership with the local early childhood special education (ECSE) provider and parent to appropriately support each child's development.

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

The Grantee must have a policy regarding suspension and expulsion that focuses on support to sustain attendance and placement. The policy must include protocols followed by the Grantee when a child exhibits persistent and serious challenging behaviors. The policy must detail how Grantee will explore all possible options to facilitate the child's safe participation in the program and a process to document all steps taken to maintain the child's placement.

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

- Observations of initial and ongoing challenging behaviors.
- Communication and collaboration procedure with parents/legal guardian, including participation of the parents/legal guardian in planning and decision-making.
- Consultation with the local ECSE provider.
- Consultation with the local Child Care Resource and Referral agency, Early Learning Hub
- Written consent of parents/legal guardian, as required, to consult and collaborate with:
 - » Local ESCE provider,
 - » Inclusive Partners,
 - » Child Care Resource & Referral agency,
 - » Early Learning Hub,
 - » Other community services (if available and deemed appropriate) such as a mental health consultant,
 - » Child's health care provider, and
 - » Other specialists as needed.
- Identification of a strategy to utilize additional resources and to support sustaining attendance and placement.

- Process to develop short- and long-term plans to address the behaviors, support sustaining attendance and placement. Plans must address support for the child, support for the family, support for the teaching staff, and program CQI.
- Planned transitions to settings that better meet the child's and/or family/guardian's needs are not considered an expulsion and documentation of parent/guardian's decision to transition child is required alongside the documentation outlined above.

The policy must take into consideration:

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.
- Before Grantee determines whether a temporary suspension is necessary, Grantee must collaborate with the parents and consult with its local Child Care Resource and Referral agency, Early Learning Hub, and Early Intervention/Early Childhood Special Education, using their processes and utilizing additional resources as needed to determine if no other reasonable option is appropriate.
- 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:
 - » Continuing to engage with the parents and any other necessary supports for the child;
 - » Developing a written plan to document the action and supports that will be provided;
 - » Providing services that include home visits; and,
 - » Determining whether a referral to a local agency responsible for implementing special education services is appropriate.

Prohibition on expulsion:

- Grantee must follow the steps above to collaborate with the parents and consult with its local Child Care Resource and Referral agency to maintain a child's placement in PSP.
- When child exhibits persistent and serious challenging behaviors, 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.
- 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 IDEA 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 program, in consultation with the parents, the child's teacher, the agency responsible for implementing Individuals with Disabilities Education Act, IDEA, (if applicable), and the mental health consultant (if appropriate and available) determines that the child's continued enrollment presents a serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, Grantee must work with such entities and the Early Learning Hub to directly facilitate the transition of the child to a more appropriate placement.

Data Collection

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

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



What does this requirement look like in practice?

The Grantee's suspension and expulsion policies demonstrate a commitment to supporting children's social emotional development and recognize that when a young child engages in behavior that is harmful to oneself or others, they are in essence asking for help. It is the responsibility of the adults in a child's life to identify and provide additional supports.

The suspension and expulsion policy is clearly stated in the parent handbook. It describes a process of progressive steps that begins with written observations of initial and ongoing behavior that is used as part of a continuous quality improvement data review. This data is used to identify potential low-level interventions that can address the behavior challenge such as adaptive equipment, changes in routine, extra support during transitions, etc.

Consultation with the local early childhood special education provider is initiated early. Parents are engaged at the very early stages of the process and are included in developing initial and ongoing strategies for addressing the behavior challenge. When typical classroom interventions have not been successful there are efforts to increase the services wrapped around the child's experience in Preschool Promise.

The Grantee recognizes that children who have experienced trauma may not follow a typical developmental progression, particularly in the domains of social and emotional development, and often are challenged by overly stimulating environments. There may be certain experiences, words, people, or activities that cause extreme stress for children who have experienced trauma.

Consistent routines, and an intentional and positive approach to addressing challenging behaviors, are understood to be essential for all children, and particularly for children who have experienced trauma. The Grantee strives to lessen stress for children by making adaptations for individual children to be successful within consistent routines, paying particular attention to how to support children during transitions in the daily schedule.

Classroom instruction and adult-child interactions are supportive of children's social and emotional needs. The classroom climate feels safe, respectful, and welcoming for every child and family. Adults promote positive peer relationships and self-confidence for all children and consistently model expected learning and behavioral skills. Classroom management practices are positive and support children in the development of social skills.

Teachers and other program staff seek to understand, build upon, and support child and family strengths, cultural and community assets. A developmental screening is conducted for every child within 45 days of enrollment. Teachers have high expectations for every child, and individualized supports as needed, are provided to meet those expectations.

Accommodations for differing abilities are made, and resources are allocated to promote inclusive and equitable opportunities and outcomes. Preschool Promise programs make reasonable accommodations for children identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) and work in partnership with the local early childhood special education (ECSE) provider and parent to appropriately support each child's development.

All staff seek to understand and address the impacts of structural racism, prejudice, and implicit bias in the program and the community, and engage in reflective practice to understand their biases. Staff reflect on trauma informed practices and ways to manage their emotional responses to children's behavior. They use data and observations to inform how they might change or improve their teaching practices in support of children whose behaviors they find challenging. Staff engage in training and professional development about equity and inclusionary practices. Staff have conversations with each other and families about the program's inclusionary practices and how to improve them.

The program also intentionally supports children with special needs to ensure meaningful inclusion and learning, which is demonstrated in the table on the next page.



Type	Support
Mission, Vision, and Philosophy	The mission, vision, and philosophy describe how each child's individual learning and development is supported through culturally, linguistically, and developmentally responsive practices, including Dual Language Learners (DLLs) and children with developmental delays and disabilities.
Continuous Quality Improvement	Data used to inform the Continuous Quality Improvement Plan is disaggregated by subgroups such as dual language learners and children with special needs.
Educational Programming and Curriculum	<ul style="list-style-type: none"> • Intentional environments that promote developmentally appropriate and culturally responsive experiences include a wide variety of books and materials to stimulate play, experimentation, and conceptual learning in all developmental areas and that support a range of abilities and accommodate children's developmental delays and disabilities. • Outdoor play equipment is age appropriate and accessible to all children with adaptation available or special equipment provided for children with special needs. • The curriculum supports individualized instruction for children with a range of abilities and includes methods for inclusion of children with disabilities. • Teaching staff routinely provide all children with a variety of ways to participate, gain information, and demonstrate what they know to address children's different learning styles, languages, abilities, and temperaments. • The program incorporates the child's IEP goals into individual child goals, curriculum plans, and instructional strategies. • Coordinates with early childhood special education providers to implement special education and related services for children in the context of daily activities within the Preschool Promise program and in accordance with the child's IFSP.
Developmental Screenings	<ul style="list-style-type: none"> • This requirement may be fully met by providers conducting the developmental screening on their own, or through partnerships – including with Hubs, Coordinated Care Organizations (CCOs), Early Intervention/Early Childhood Special Education programs and Head Start partners. • When screening results indicate a potential concern, the program shall refer the family to the Local Education Agency for IDEA Part B (EI/ECSE) for a formal evaluation and provide support to the family through the evaluation process.
Developmental Assessments	The program also uses assessment results (aggregated for the program and disaggregated by subgroups such as dual language learners and children with special needs) to inform professional learning, continuous improvement, and other decisions.
Family Engagement, Parent Voice, and Partnering with Families	The program works with the family to understand the Individualized Family Service Plan (IFSP) goals and support services.
Transition Supports	During children's transition to kindergarten, families are supported in preparing to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with special needs and Dual Language Learners (DLLs).



What questions could you ask to gauge the implementation and quality of this practice?

- Does the suspension and expulsion policy clearly describe the process for identifying behavioral challenges, how the program will collaborate with the family, early childhood special education providers, CCR&R, Hub, and staff to address the challenges in a supportive and proactive manner?
- What is included in your plan for supporting children with challenging behaviors? Does it include partnerships with mental health providers? Does it include ways to support the teaching staff in understanding their emotional responses to behavior and ways to manage those responses?
- In what ways does your program demonstrate that it is inclusive of all children and families? In what ways could it be more inclusive?
- How do you incorporate the cultural assets of children, families and communities represented in the program?
- In what ways do you acknowledge the impacts of structural racism, prejudice, and implicit bias on children and families? How is this represented in your program's practices?
- Are staff continuously learning about equity and inclusionary practices? How so?
- How does your program's mission, vision, and philosophy address children with special needs?
- How do you attend to children with special needs and their experience in the program as you develop and implement your Continuous Quality Improvement plan?
- How do you arrange the learning environment to be inclusive of children with special needs?
- How do you adapt the curriculum to be supportive and inclusive of children with special needs and their IEP goals?
- How are you responsive to children with special needs in your interactions and instructions?
- Explain your process for screening children for potential developmental concerns and following up on these concerns.
- How is support for Dual Language Learners embedded in the guidance that leaders provide to staff?
- Is assessment data helpful to you in understanding how to better support children with special needs? How so?
- In what ways do you support the family of a child with special needs?
- What is your program's policy on suspension and expulsion? How do you communicate it to families?



What evidence demonstrates the implementation of this practice?

- Results from family and staff surveys
- Parent and staff handbook that includes policy prohibiting suspension and expulsion, plan for supporting children with challenging behaviors and policy stating that program will make reasonable accommodations for children identified as eligible for special education and/or related services under IDEA.
- Examples of provider-parent communications demonstrating that the program has communicated with parents about various supports for their child with challenging behaviors.

For evidence of program's support of children with special needs:

- **Mission, Vision, and Philosophy** - Written mission, vision, and philosophy made available to staff and families (e.g., included in staff and parent handbooks), including reference to support of children with special needs.
- **Continuous Quality Improvement** - Data used to inform the plan, i.e., classroom observation data (e.g., CLASS, Environmental Rating Scale), self-assessment and/or other program monitoring data, child progress data (e.g., TS GOLD aggregate reports for program and disaggregated results by subgroups such as dual language learners and children with special needs), staff and family survey data.
- **Educational Programming and Curriculum** - Lesson plan, including evidence of individualization/differentiation based on observations, assessments, child goals and Individual Education Programs (IEPs).
- **Developmental Screenings**
 - » Developmental screening results
 - » Documentation of referrals when screening indicates potential concern.
- **Developmental Assessments** - Assessment results disaggregated by subgroups including children with special needs.
- **Family Engagement, Parent Voice, and Partnering with Families**- Family Engagement, Parent Voice, and Partnering with Families.
- **Transition Supports** - Documentation of communications/meetings with families about rights, services, and supports available to children with special needs in elementary school settings.



What are the related Spark standards?

Standard LD1: The program is guided by a written statement of philosophy.

Standard LD3: The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.

Standard LD5: The program provides appropriate and well-maintained outdoor gross motor area with equipment that is accessible to all children in the program.

Standard LD6: The program uses materials that support children's learning and development

Standard LD7: The program uses curriculum activities that support children's learning and development.

Standard LD9: The program uses information from screening and assessment to measure children's learning and development to make referrals and do program planning.

Standard HS5: Program personnel collaborate with health and related service professionals to address the individual health needs of children, as applicable.

Standard HS6: Program uses screen time appropriately. Screen time includes all electronic media, such as television, video/DVD, electronic games, computers, tablets, smart phones, or any other screened electronic devices. This does not include augmentative communication or other electronic devices that are used by children with disabilities as part of their education program.

Standard FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.

Standard FP3: Families are encouraged to be regular and frequent participants in the program.

Standard FP4: The program provides support and information to assist families in meeting their child's needs and goals.



Rest and Nap Time During Preschool Promise Hours NEW



What does the Preschool Promise Program Require of the PSP Grantee?

There must be at least one regularly scheduled rest period in the afternoon or when children are likely to be tired (See sample daily schedules and resource list for additional guidance).

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.).



What does this requirement look like in practice?

- Each child has a mat or cot specifically designated for their use
- Each mat used for napping is covered with a waterproof cover; and at least one inch thick.
- Mats or cots are placed at least two feet apart if children are placed head to toe; or three feet apart otherwise. They are arranged in a way that allows for direct, unobstructed passage to each child.
- Each child who is resting shall have individual bedding consisting of at least a sheet or blanket.
- Mats, cots, and bed linen are properly stored, as recommended by the environmental health specialist.
- Smoke detectors are installed in all areas where children nap.
- Children who do not sleep are provided quiet activities such as reading/looking at books, listening to music or a story with headphones, drawing, etc.
- Lighting is low, soothing music or sounds (i.e., rain falling) may be played
- Children who need them are provided with comfort items such as stuffed animals, silky edged blankets, weighted blankets, etc.



What evidence demonstrates the implementation of this practice?

- Rest time is clearly identified in the daily schedule
- What is expected from families regarding supplying and cleaning linens, providing comfort items for the child, etc. is clearly described in the parent handbook.



What are the related Spark standards?

LD4: The program provides appropriate indoor furnishings that support children's learning and development.

LD8: The program uses daily routines that support children's learning and development.

HS4: Healthy fitness habits are supported and encouraged.



What does the Preschool Promise Program Require of the PSP Grantee?

The Preschool Promise classroom environment must be inclusive of all children, regardless of ability, family composition, culture, language, or family income. A Preschool Promise Grantee may not refuse enrollment to a child who is not toilet trained. No child shall be punished for soiling, wetting, or not using the toilet. Grantees must adopt sanitation and hygiene procedures for assisting with toileting and/or diapering that adequately protect the health and safety of children and staff.



What does this requirement look like in practice?

- Staff understand that children may have different physical, cognitive, and emotional developmental needs that impact toileting.
- Staff are trained in effective toilet learning strategies and are encouraging but do not overly pressure children when toileting.
- Staff work collaboratively with families to create a plan for toilet learning in the classroom environment.
- Every child has a change of clothes available in case of any accidents, whether related to toileting or a different circumstance.
- Staff and children wash their hands with soap and running water after assisting with toileting and/or diapering.
- Children in soiled or wet clothing and/or diapers are changed on a washable vinyl table or mat that is cleaned and sanitized after each use or has a disposable single-use cover.
- Any materials used for cleaning/changing (including any diapers and diapering materials) are discarded in a covered, lined, foot-pedal-operated trash can separate from other trash or garbage.
- Discarded materials are disposed of on a daily basis.
- Toileting and diapering areas are separate from areas used for cooking, eating or children's activities.
- Opportunities to use the toilet are included in the daily schedule. Children are also encouraged to use the toilet at any time during the day.



What questions could you ask to gauge the implementation and quality of this practice?

- Does it clearly state in the parent handbook that a child will not be denied enrollment based on toileting?
- Have staff had sufficient training to understand why this policy is developmentally appropriate?
- Is the toileting and changing area separate from where other activities occur?

- Are your policies supportive of children with disabilities who may have challenges with toileting?



What evidence demonstrates the implementation of this practice?

- The program's policies on toileting are clearly explained in the parent handbook.
- There are toileting plans in some individual children's files.



What are the related Spark standards?

FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.

FP4: The program provides support and information to assist families in meeting their child's needs and goals.

HS1: Children are provided instruction and support to independently manage health and hygiene practices.

HS2: Children are provided instruction and support on safety rules and expectations.

LD3: The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program

LD8: The program uses daily routines that support children's learning and development.

LD12: The program facilitates and supports children's positive social and emotional development.



3.6 Support for Dual Language Learners



What does the Preschool Promise Program Require of the PSP Grantee?

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

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

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



What does this requirement look like in practice?

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

Programs are responsive to Dual Language Learner children's linguistic backgrounds in classroom interactions and instruction by:

- Ensuring bookshelves are stocked with bilingual and monolingual books representing the languages of all the children enrolled.
- Ensuring that play materials in all learning centers represent key images from each culture represented and furniture and other classroom materials are labeled in all the languages represented.
- Facilitating daily activities and experiences to promote oral language development in both the home language and in English
- Adapting the level of instruction to each Dual Language Learner (DLL) child's linguistic background and needs.
- Providing small-group, individualized instruction to Dual Language Learners (DLLs) depending on their English and home language needs.
- Striving to the best of the ability to hire staff that speak the home languages of Dual Language Learners. Classrooms that do not have staff who speak the same home language as the children, interpreter services are provided as appropriate in the classroom and during parent- teacher meetings.
- Working closely with family leaders to support home language development and ensure cultural representation in the classroom is appropriate and respectful.
- Ensuring policies are written in simple and understandable language and is made available in language other than English that spoken by families enrolled in the program.
- Ensuring training in supporting dual language learners is provided to all staff, regardless of their role.
- Ensuring established routines for self-assessment to determine the quality of inclusive practices and supports for dual language learners using externally developed tools.

Type	Support
Mission, Vision, and Philosophy	The mission, vision and philosophy describe how each child's individual learning and development is supported through culturally, linguistically, and developmentally responsive practices, including Dual Language Learners (DLLs) and children with developmental delays and disabilities
Continuous Quality Improvement	The data used to inform the program's CQI plan is disaggregated by subgroups such as Dual Language Learners.
Leadership with Knowledge of Early Childhood	<ul style="list-style-type: none"> • Instructional leaders recognize bilingualism and biliteracy as strengths, have cultural competence, knowledge of dual language development, and strategies that support the development of children who are dual language learners. • The program leader/leadership team provides coherent guidance to staff on effective teaching practices including culturally, linguistically, and developmentally responsive learning environments, curriculum, assessment, interactions and instruction through written policies or guides, observation and reflective feedback.
Educational Programming and Curriculum	<ul style="list-style-type: none"> • All curriculum models must build on students' interests, explore topics that are relevant to the school community, embrace students' home culture, meet the needs of linguistically diverse learners, and are designed to provide specialized and individualized instruction for children with a disability. • The curriculum supports the ongoing development of Dual Language Learner (DLL) children's home language as well as their English language acquisition. • Teachers recognize bilingualism and biliteracy as strengths, have cultural competence, knowledge of dual language development, and strategies that support the development of children who are dual language learners. • The program ensures the curriculum is implemented with integrity and effectively adapted to be relevant and responsive to children's culture, language, strengths, interests and needs, while maintaining the fidelity to the curriculum goals, components, and teaching strategies. • Teaching staff routinely provide all children with a variety of ways to participate, gain information, and demonstrate what they know to address children's different learning styles, languages, abilities, and temperaments. • Teachers are responsive to Dual Language Learner children's linguistic backgrounds in classroom interactions and instruction by: <ul style="list-style-type: none"> » Facilitating daily activities and experiences to promote oral language development in both the home language and in English » Using their understanding of the stages of language development to intentionally choose instructional activities that promote language development in both the home language and English and providing scaffolded support as needed » Providing explicit vocabulary instruction in English, adapting the level of instruction to each Dual Language Learner (DLL) child's linguistic background and needs » Providing small-group, individualized instruction to Dual Language Learners (DLLs) depending on their English and home language needs

Type	Support
Developmental Screenings	<ul style="list-style-type: none"> • Whether the provider conducts the screening on their own or it is conducted through a partnership: <ul style="list-style-type: none"> » The screening process includes use of research-based, culturally and linguistically responsive developmental screening tool(s) and practices and incorporates the input of families. » A home language questionnaire is completed at enrollment to determine the child's home language and the preferred language of communication for families. » For dual language learners, the developmental screening is administered in a child's home language by bilingual staff, or through an interpreter together with qualified and trained staff. » The screening results are shared with parents in writing and verbally in the preferred language of the family.
Developmental Assessments	<ul style="list-style-type: none"> • For dual language learners, the provider assesses progress in home language development and progress in English language acquisition. • For domains other than language, assessments are conducted in the language that best captures the children's skills. • Assessments in children's home language are completed by qualified bilingual staff. If bilingual staff or contractors are not available, the provider uses an interpreter in conjunction with a qualified staff person. • The program also uses assessment results (aggregated for the program and disaggregated by subgroups such as dual language learners and children with special needs) to inform professional learning, continuous improvement, and other decisions
Family Engagement, Parent Voice, and Partnering with Families	<ul style="list-style-type: none"> • Programs support families in fostering a rich and meaningful language environment at home, particularly for Dual Language Learner (DLL) children in their home language. • The level of detail, frequency, mode and language of communication are sensitive to family members' preferences determined at enrollment, based on the home language questionnaire. • Meetings with family leaders of children identified as Dual Language Learners through the home language questionnaire include one parent-teacher conference to have a follow-up conversation about the Dual Language Learner (DLL) child's early language background and their use of both languages in their homes, with their families and in their communities. • The program strives to connect families to community resources and services that address their stated needs in a culturally and linguistically responsive manner.
Transition Supports	<p>During children's transition to kindergarten, families are supported in preparing to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with special needs and Dual Language Learners (DLLs).</p>
Staff Qualifications	<p>Programs must strive to ensure staff reflect the cultural and linguistic attributes of the community and families enrolled.</p>



What questions could you ask to gauge the implementation and quality of this practice?

- How do you identify children and families that speak languages other than English?
- How does your program's mission, vision and philosophy address Dual Language Learner children and their families?
- How do you attend to the needs of Dual Language Learners and their families as you develop and implement your Continuous Quality Improvement plan?
- How do program leaders and staff demonstrate that they recognize bilingualism and biliteracy as strengths? How do you support the continued development of children's home language as well as English acquisition?
- How is support for Dual Language Learners embedded in the guidance that leaders provide to staff?
- How is the implementation of the curriculum tailored to support Dual Language Learners?
- Tell me about how the classroom or learning environment is set up to be inclusive of and responsive to Dual Language Learners and their needs.
- How are you responsive to Dual Language Learners in your teacher-child interactions and instruction?
- How do you conduct screening and assessment of Dual Language Learners?
- In what ways do you adapt your family engagement practices (e.g., parent-teacher conferences, partnering in their child's learning and development, communication with families) specifically to support Dual Language Learners and their families?
- Tell me about specific supports you provide to Dual Language Learners and their families as they make the transition to kindergarten.
- How do you recruit staff to reflect the linguistic attributes of your community and enrolled families?
- What are your/your program's strengths regarding support for dual language learners? What are the needs for improvement?



What evidence demonstrates the implementation of this practice?

Mission, Vision, and Philosophy – Written mission, vision, and philosophy made available to staff and families (e.g., included in staff and parent handbooks), including reference to support of DLL children's learning

Continuous Quality Improvement – Continuous Quality Improvement plan, including evidence of using disaggregated data about DLLs to inform the plan

Leadership with Knowledge of Early Childhood – Documentation of communications from leadership to staff providing guidance on linguistically responsive practices (e.g., meeting agendas, staff handbooks, supervision or observation notes).

Educational Programming and Curriculum - Lesson plans including evidence of teaching strategies to support Dual Language Learners (DLLs) in the development of their home language and the acquisition of English

Developmental Screenings:

- Completed home language questionnaires
- Staff records including bilingual staff or interpreters
- Documentation of family communication re: developmental screening results in preferred home language

Developmental Assessments:

- Assessment results, including results in both English and home language development
- Staff records bilingual staff or interpreters

Family Engagement, Parent Voice and Partnering with Families:

- Documentation of communications with families:
 - » In their preferred language
 - » Supporting families in fostering rich language environment at home
 - » Documentation of parent-teacher conference addressing DLL child's early language background

Transition Supports - Documentation of communications/meetings with families about rights, services and supports available to Dual Language Learners (DLLs) in elementary school settings

Staff Qualifications - Staff records including bilingual staff speaking home language of children enrolled.



What are the related Spark standards?

Standard LD4: The program provides appropriate indoor furnishings that support children's learning and development.

Standard LD6: The program uses materials that support children's learning and development.

Standard LD7: The program uses planned curriculum activities that support children's learning and development.

Standard FP1: The program uses family input and feedback to guide program planning and policy decisions.

Standard FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.

Standard FP3: Families are encouraged to be regular and frequent participants in the program.

Part 4: Family Engagement

4.1 Family Engagement and Parent Voice



What does the Preschool Promise Program Require of the PSP Grantee?

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

- Parents as partners in a child's learning and development.
- Creates a sense of welcoming for all families; and
- Includes family leaders in decisions related to program design and implementation.

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



What does this requirement look like in practice?

- Family partnership activities are offered in a variety of ways throughout the program year and are connected to student learning and development.
- Families work with the provider to plan social and learning events for all families enrolled throughout the year.
- The program develops consistent, transparent protocols and processes and shares them with families using a parent handbook prior to or on the first day of their child's attendance in the program.
- The program honors and recognizes families' existing knowledge, skills, and perspectives.

- The program ensures positive, two-way communication methods in which meaningful content is consistently shared in a variety of ways (e.g., face to face meetings, text, email, voicemail, notes, charts, etc.)
- Family partnership activities are planned collaboratively with families and are connected to student learning and development.



What questions could you ask to gauge the implementation and quality of this practice?

- What are your strategies for learning about each family's culture, the context they live in, their strengths and challenges (i.e., the Family Partnership Agreement)?
- How do you include the knowledge and skills parents have in the planning of your program?
- How do you include parents in decision-making?
 - » What do you do to follow up on this decision-making process – how do you make sure parents feel they have been a part of decisions related to the schedule, the curriculum?
- Tell me about your strategies for helping parents get to know one another, share information, and feel connected to your program.
- What are the different ways you communicate with parents?
 - » How do you deliver and receive messages from family leaders?
- What are your/your program's strengths regarding family engagement and parent voice? What are the needs for improvement?



What evidence demonstrates the implementation of this practice?

- The parent handbook available to all families includes the Provider's administrative policies, enrollment/attendance policies, parent leadership opportunities, and Preschool Promise Program Year calendar.
- School-family communication protocols and processes that are developed and implemented with parents are evidenced in the parent handbook.
- The parent handbook, meeting agendas and other relevant materials have been translated into the family home language when necessary.
- Families are included in decision making related to the schedule of the program, the length of the day, and the calendar, including closure days (through annual surveys, at parent-teacher conferences, and orientation).
- There are multiple points of entry for families to provide feedback and influence the implementation of the program
- Meeting minutes and event documentation reflect the presence of Interpreters as needed at meetings, orientation, and parent-teacher conferences.

- Examples of provider-parent communications documented in child's file show that parents and teachers have shared information about the child's learning and development and that parents have been offered opportunities to participate in the classroom
- Provider conducts parent surveys consistently as one way for families to provide feedback on their experiences with the program.
- Results from parent surveys demonstrate that family leaders report they feel respected, included in decisions that influence their experience in the program and their child's learning and development.



What are the related Spark standards?

FP1: The program uses family input and feedback to guide program planning and policy decisions.

FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.

FP3: Families are encouraged to be regular and frequent participants in the program.



Family Partnership Agreement NEW



What does the Preschool Promise Program Require of the PSP Grantee?

Grantee must implement a family partnership process that includes a family partnership agreement, and the activities offered by the program to support child learning and development, such as referral process, attendance expectations, conferences, transitions screening and other. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.



What does this requirement look like in practice?

- The family partnership agreement process is initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parental interest and need.
- Both the parents and a representative of the program sign the agreement.
- The family partnership agreement is revisited during parent-teacher conferences.
- The agreement includes a listing of what is expected of the parent and the program staff.
- The family partnership agreement with each family includes:
 - an opportunity for the family leader to share their hopes for the child's learning and development, highlight key family cultural values, etc.
 - a description of the activities offered by the program to support child learning and development, such as referral process, attendance expectations, conferences, transitions screening and other.
 - A description for the family of the opportunities to participate in the program such as center parent groups, family engagement events, volunteer opportunities, etc.
 - An opportunity to identify ways the family leader would like to be engaged with the program, and preferred communication methods.
 - Statements that ensure the program staff will inform families of any program changes in a timely manner, opportunities for volunteering, etc.
 - A pledge by the program to ensure the program environment is welcoming, culturally sensitive and respectful of families' unique identity.
 - An understanding that there may be fees charged for activities outside of Preschool Promise hours and that the program will inform the family of these in a timely manner.
 - A commitment from the family leader that they will strive to ensure their children attend the program consistently.
 - A commitment from the family leader that they will volunteer and participate in program events whenever possible.



What questions could you ask to gauge the implementation and quality of this practice?

- Are your policies clearly described in the parent handbook?
- What are the key parts of a family partnership agreement that will reflect the values of our program and be supportive of families participating?
- How can you incorporate the information about parents' goals for their child's learning into the curriculum?
- How can you incorporate each child's family cultural values into every day aspects of our program?
- What do you do to ensure every parent feels welcome in the program?



What evidence demonstrates the implementation of this practice?

- Signed family partnership agreements in each child's file.
- Documentation from parent-teacher conferences of reviewing the partnership agreement.



What are the related Spark standards?

FP1: The program uses family input and feedback to guide program planning and policy decisions.

FP2: The program meets the individual needs of children through mutually respectful two-way communication with families.

FP3: Families are encouraged to be regular and frequent participants in the program.

FP4: The program provides support and information to assist families in meeting their child's needs and goals.



4.2 Partnering with Families



What does the Preschool Promise Program Require of the PSP Grantee?

The Grantee must provide opportunities for parents to meet with teachers, in spaces where the family is most comfortable, to share knowledge about the child's development, personality, and learning style and to develop a partnership that supports the child's learning and development.

- Grantee must provide an orientation for all families enrolled in the program no later than 30 days from the date the child first attends the program and prior to the first Parent and Teacher conference.
- Grantee must offer families a minimum of three Parent and Teacher Conferences annually.
- Ongoing communication with families should include conversation regarding child's daily activities, social interactions, home life, health and attendance, including any barriers to consistent and regular attendance in the Preschool Promise Program.



What does this requirement look like in practice?

- Each family participates in an orientation to the program at the initial point of enrollment
- Meetings with family leaders are routinely offered and might include the following options:
- A program orientation for families occurring within 30 days of the commencement of the child's enrollment and prior to the individual parent teacher conference. During the orientation, the program
 - » Gathers initial information from families about: the strengths and interests of their child; hopes for their child; and expectations for the program.
 - » Shares information about the program's philosophy, policies and procedures and opportunities for parent engagement.
- A one-to-one conference for the family and the teacher to review the child's developmental assessment, collaboratively establish goals for the child's learning and development and discuss ways to support the child's learning and development at home and at school.
- A second conference after a second developmental assessment has been conducted to review and update learning and development goals and supports.
- A transition meeting at the end of the Program Year, if there will be a significant break in service (i.e., 8 weeks summer break) or if the child is transitioning to Kindergarten, to discuss strategies to support the child's continued learning and development through the transition and in the new setting. Parents are informed at the transition meeting that they have the option of sharing their child's file with the new school/provider.
- Families are offered multiple options for meeting venue (i.e., in a community setting instead of a school building, on video or phone).

- Family partnership activities are offered in a variety of ways throughout the program year and are connected to student learning and development.
- The level of detail, frequency, mode and language of communication are sensitive to family members' preferences determined at enrollment.
- Programs support families in fostering a rich and meaningful language environment at home, particularly for Dual Language Learner (DLL) children in their home language.
- Staff offer and seek suggestions for home and community-based engagement in support of children's learning and development.



What questions could you ask to gauge the implementation and quality of this practice?

- What are your strategies for communicating information with parents?
- How do you ensure that families with dual language learners are able to share information about their child's overall development as well as their early language background and use of both languages in their homes, with their families and in their communities?
- What are your partnership goals with parents?
- Do you have approaches that you are most successful?
- Do you have specific strategies for conveying potentially challenging information?
- Program Orientation
 - » What does a typical agenda look like?
 - » How are families invited and included in the meeting?
 - » What are your strategies for gathering information from parents about their child's strengths and challenges as well as the hopes they have for their child's development?
- Parent Teacher Conferences
 - » When do you ask parents to meet with you to discuss their child's development assessment?
 - » How do you partner with parents to develop developmental goals for the year?
 - » Do you ask parents to share how they might like to participate in the program – what strengths they may have and how they would like to communicate with you?
- What are your/your program's strengths regarding partnering with families? What are the needs for improvement?



What evidence demonstrates the implementation of this practice?

- Documentation of the orientation (i.e., agendas, materials developed for the event, translated materials, etc.).

- Documentation of the parent's review of the developmental assessment, and the collaborative goal setting process (i.e., meeting notes, family leader signature confirming review of assessment and goals developed).
- Documentation of meetings or best faith efforts to schedule meetings with family leaders related to the child transitioning out of the program.



What are the related Spark standards?

FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families





What does the Preschool Promise Program Require of the PSP Grantee?

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



What does this requirement look like in practice?

Parents are provided with a handbook upon enrollment that clearly explains the services provided by Preschool Promise and includes information on:

- An introduction and welcome that has a mission and vision statement
- Educational philosophy and description of curriculum
- Operating hours
- Sample daily schedule
- Scheduled closures and procedures for unexpected closures (i.e., snow days)
- Policies on attendance and enrollment
- Non-suspension and Non-expulsion policy that is in accordance with Preschool Promise requirements and state law
- Withdrawal policies
- Drop off and Pick Up policies
- Emergency procedures
- Parent conferences and communication

A copy of the parent handbook is visible in the classroom and available for parent and employees to reference. The policies described in the parent handbook are implemented. When revisions are necessary, staff and families are informed of the needed changes and are given the opportunity to provide feedback. The handbook is provided in the language preferred by the family as well as the method (print, online, audio, etc.).



What questions could you ask to gauge the implementation and quality of this practice?

- Does every family receive a handbook upon enrollment?
- Are the policies and procedures described in the handbook clear and easy to understand?
- Are you consistently following the policies and procedures described in the handbook?
- Do you have a way for staff and families to provide feedback when changes need to be made to the policies and procedures described in the handbook?



What evidence demonstrates the implementation of this practice?

- Parents understand the operating policies and procedures of the program.
- Staff can sufficiently communicate the policies and procedures to families, using the handbook as reference.
- There is a handbook in every Preschool Promise classroom, and additional copies are available if needed.



What are the related Spark standards?

FP4: The program provides support and information to assist families in meeting their child's needs and goals.

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.



4.3 Transition Supports



What does the Preschool Promise Program Require of the PSP Grantee?

In collaboration with parents, Grantee must implement strategies and practices to support successful transitions for children and their families transitioning to other early learning settings and/or kindergarten.

Transition Plans must at minimum provide information about the child's progress during the program year and provide strategies for parents to continue their involvement in and advocacy for the education and development of their child.



What does this requirement look like in practice?

Meetings with families include a transition meeting at the end of the Program Year if there will be a significant break in service or if the child is transitioning to Kindergarten. See the "Partnering with Families" section for more information.

In transitions between any early education settings, families are supported in:

- Understanding practices to effectively provide academic and social support for their children during their transition.
- Communicating with teachers and other personnel in the new setting during the transition period so that they can participate in decisions related to their children's education.
- During children's transition to kindergarten, families are supported in:
 - Understanding and navigating the kindergarten registration process.
 - Gathering and understanding the information about their child that will be important to share with their kindergarten teacher.
 - Preparing to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with special needs and Dual Language Learners (DLLs).

The program encourages and supports families to visit the new setting with their child and meet their teachers and staff before the transition, when possible.



What questions could you ask to gauge the implementation and quality of this practice?

- Documentation of meetings or best faith efforts to schedule 1:1 meetings with family leaders related to child transitioning out of the program.
- Informational flyers for families.
- Minutes from group meetings on transition support for families.



What are the related Spark standards?

Standard FP4: The program provides support and information to assist families in meeting their child's needs and goals.

Equity Objectives and Expectations (Exhibit C)

NEW



What does the Preschool Promise Program Require of the PSP Grantee?

The Grantee is required to further DELC's equity goals by carrying out the equity objectives and results expectations described in Exhibit C of the Grant Agreement.

Grantee shall collaborate with DELC to submit an Equity Plan annually that supports equity objective(s) and addresses how Grantee is achieving equitable results within the four Equitable Results Areas described below. Some objectives and equitable results described below may not apply to Grantee. The Equity Plan will identify, track, and report the activities and metrics, including areas of disparate impact on communities. Grantee may request an Equity Plan template from the Agency for guidance.

Equitable Results Area	Description
Working Partners and Community Collaborators Engagement	<ul style="list-style-type: none">• Grantee collaborates and co-creates with working partners and community collaborators.• Grantee engages with working partners and community collaborators, including families, administrators, teachers, and Department of Early Learning and Care (DELC), to discuss the issues and obtain insights.
Working Partners and Community Collaborators Empowerment	<ul style="list-style-type: none">• Grantee supports working partners and community collaborators.• Grantee provides opportunities for staff, families, and communities to be involved in training, strategic planning and support their involvement.
Workforce Equity	<ul style="list-style-type: none">• Grantee improves workforce equity.• Grantee progressively ensures that the identities of staff reflect the changing population of children and families served by the organizations in their geographical areas.
Workplace Equity	<ul style="list-style-type: none">• Grantee improves workplace equity.• Grantee builds/improves an environment that promotes acceptance, inclusion and respect of all individuals





What does this requirement look like in practice?

- Staff are representative of the community served by the program, or have a clear understanding of the community's culture, values, norms, history, customs, and particular types of discrimination, marginalization, and exclusion community members have experienced.
- Staff interact with children and families in their preferred language whenever possible.
- Cultural norms of the community (e.g., greetings, meeting facilitation) are practiced by all staff when engaging with families
- Hiring and contracting practices are non-discriminatory, with no one being refused employment or work because of race, color, religion, sex, sexual orientation, national origin, marital status, age, political affiliation, or disability.
- The program has a pay scale based on competencies and credentials as appropriate that is fairly implemented regardless of an individual's status
- The program leadership/leader is actively engaged in the larger early childhood system, interacting with families, community partners, DELC, the local Hub, and the CCR&R.
- There are multiple ways for staff, families, and communities to be involved in training, and strategic planning related to the program.



What questions could you ask to gauge the implementation and quality of this practice?

- Are staff continuously learning about equity and inclusionary practices? How so?
- How does the staff reflect upon and act to change biases?
- Does the program have relationships with people and organizations that represent the children enrolled in my program?
- How do you engage with the broader community?
- How are the culture, values, norms, history, and customs of the community embedded in your curriculum?
- How does the leadership team/leader provide guidance to staff about cultural competency, equitable practice, and family engagement?
- How do you and others on the leadership team create a positive, inclusive, and supportive work environment?
- What are the processes you have in place to ensure your recruitment and hiring practices are equitable and inclusive?
- How do you recruit staff to reflect the linguistic attributes of your community and enrolled families?
- What are your strategies for learning about each family's culture, the context they live in, their strengths and challenges?

- How do you strive for equity in your continuous improvement process?
- How do you ensure your curriculum is inclusive of differing abilities and learning styles?
- How do you ensure the educational activities are reflective and respectful of the cultural and linguistic composition of your enrolled families?



What evidence demonstrates the implementation of this practice?

- Documentation of curriculum planning and implementation
- Staff meeting minutes
- Hiring policies in staff handbook/personnel policies
- Parent meeting minutes
- Budgeted amounts for translation and interpreter services
- Menus and meal planning reflective of the community's cultural and ethnic food heritage
- Written policies on non-discriminatory practices when contracting or seeking services
- Documentation of program evaluation that includes families and staff input.



What are the related Spark standards?

LD11: The program facilitates and supports appropriate adult-child interactions in the areas of social and emotional support, organization and management of children's behavior, and instructional support.

LD12: The program facilitates and supports children's positive social and emotional development.

HS5: Program personnel collaborate with health and related service professionals to address the individual health needs of children as applicable.

PQ4: Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan that will lead to advancement up to Step 10 on the Oregon Registry.

PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

FP1: The program uses family input and feedback to guide program planning and policy decisions.

FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.

FP3: Families are encouraged to be regular and frequent participants in the program.

AB2: The program assures a professional working climate.

AB4: The program promotes positive working relationships and professionalism.

AB5: A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices.



SECTION 2: PROGRAM ADMINISTRATION

FOR TECHNICAL SUPPORT AND ASSISTANCE ON THIS SECTION,
PLEASE CONTACT DELC PSP STAFF AT
PSP@delc.oregon.gov



Preschool Promise Grant Administration Support

The Department of Early Learning and Care has dedicated staff to help Preschool Promise Grantees ensure they are in compliance with the signed Preschool Promise Grant Agreement. While there are different teams within DELC helping with the PSP implementation, Preschool Promise Grantees will be engaging mostly with these two DELC offices:

Grants Management Office	<p>The Grants Management Office manages funds awarded to Grantees and contractors throughout the state. Our office monitors recipients of funding to ensure they remain in compliance with their written agreement and that funds are spent for their intended purpose.</p> <p>We provide technical assistance, respond to questions, and provide resources to other DELC employees and our external partners on anything related to the fiscal aspects of grants or contracts, including but not limited to:</p> <ul style="list-style-type: none">• Budget review and approval,• Approval and payment of Draw Reports,• Fiscal monitoring reviews,• Allowable use of funds,• Provide basic technical assistance to users of our Awards Management System and addressing agreement non-compliance.
Program Design and Administration Office	<p>The Program Design and Administration Office (PDAO) supports early learning programs that receive state funds to implement high quality, culturally and developmentally appropriate early learning and home visiting program models. We work with teams across the agency to support Grantees and use data to inform data-based program and policy development and implementation.</p> <p>PDAO PSP staff provide comprehensive support to Grantees in implementing the Preschool Promise program Including:</p> <ul style="list-style-type: none">• Direct Grantee communication• Technical assistance• PSP enrollment support for Hubs• Reviewing and proving updates, changes, and waivers• Addressing Grantee concerns (outside of fiscal matters)• Responding to media requests• Ensuring compliance with grant deliverables and PSP Quality Requirements.

Section 2: Grant Administration

The following PSP grant administration requirements are copied from the Preschool Promise grant agreement (the page number listed on each requirement indicates where in the grant agreement you can find the requirement.) Each requirement also provides information on how to stay in compliance with each requirement.

Child Eligibility - Part 12 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

- Children must be at least three years old, but not older than five years of age, as determined by the date used to determine kindergarten eligibility. Age-eligible children may participate in the Preschool Promise Program for up to two years.
- Children must be members of families whose incomes, at the time of enrollment, are at or below 200 percent of the Federal Poverty Guidelines (aspe.hhs.gov/poverty-guidelines) or a child in the foster care system as determined by DELC.
- Children participating in the Preschool Promise Program must be Oregon residents.
- Children who are in foster care at the time of enrollment are deemed categorically eligible for PSP regardless of the income level of the family or foster parents.



What does this requirement look like in practice?

All children enrolled in the PSP program determined to be eligible (age and income) prior to being enrolled in a PSP slot.



What questions could you ask to gauge the implementation and quality of this practice?

- Are you aware of the kindergarten eligibility age in the school district catchment area my site is in?
- Does my program have the documentation families need to submit to the Early Learning Hub so you can help support them in the application process if needed?
- Do you have a full copy of the PSP enrollment application of each child on file?



What evidence demonstrates the implementation of this practice?

- Policies are in place to ensure children enrolled in the PSP slots are determined eligible by the Early Learning Hub.
- If operating a mixed delivery model, the site's parent handbook explains the process for enrollment for PSP and non-PSP slots clearly to families. For example, PSP, ERDC and Private paid.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.

Recruitment and Enrollment - Part 14 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

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

Grantees shall only enroll families selected through the local Coordinated 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.

Grantees are responsible for the enrollment of children selected and placed in their Preschool Promise Program by the Early Learning Hub. Grantees must contact a family within 10 business days of receiving family contact information from the Early Learning Hub. Grantee is required to connect with Early Learning Hub staff if contact with family is not successful to fill the slot with 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.



What does this requirement look like in practice?

Grantees have a crucial role in recruiting Preschool Promise children. It is important that during recruitment, the Grantee:

- Attends occasional preschool recruitment events in the community, especially those organized by their Hub.
- Uses materials provided by the Hub (lawn signs, flyers, "swag," etc.).
- Maintains a positive brand in the community.
 - » Responds to all phone calls and inquiries from interested families within a reasonable time frame (2 business days).
 - » Sets voicemail to clearly identify the business.
 - » Maintains program quality.
- Manages their own business website/social media, including PSP Hub website links when marketing.
- Offers open houses and/or individual tours at their own programs during the program year.

- Supports families interested in applying for Preschool Promise in connecting with the Early Learning Hub to complete enrollment.
- Shares their own expertise on their community with the Hub to support targeted advertising of their specific program.
- Processes and systems are in place to enroll child once placed by the Hub.
- Connect with the Hub as soon as it has been determined that a placement did not reach to full enrollment

The Hub is required to provide the Grantee with a copy of the PSP enrollment application. Using the information on the application, the Grantee connects with families deemed eligible by the Hub and begins the enrollment process using their preferred method of language and communication.

If families decide not to complete enrollment after they have been placed in the program, Grantees must connect with the local Early Learning Hub immediately and fill the slots with another family.



What questions could you ask to gauge the implementation and quality of this practice?

- Do you know who your primary Hub contact is?
- Does your local Hub have your contact information up to date?
- Do you have internal processes and procedures to ensure families are contacted and enrolled once placed by the local Hub?
 - » Are systems set-up so that they can be accessed if there is staff turnover or if primary staff are absent?
- Is your program information, such as start date, end date, and daily hours, accurately advertised?
- Do you meet regularly with your Hub to ensure that your data for enrollment aligns?
- Did the Hub provide you with a full PSP enrollment application?
 - » Is the application stored safely?
 - » Is your program connecting with families in their preferred language?
- Personally identifiable information is stored securely.
- Have I connected with my local ECSE provider to review and support the transition for children with an IFSP into the program?
- Do I have a process in place for notifying the Hub of any placements that did not reach full enrollment.



What evidence demonstrates the implementation of this practice?

- Only children deemed eligible by the Hub are served under the PSP grant.
- There is regular communication between Hub and Grantee.

- Grantee has PSP applications stored safely
- Grantee has record of when children were placed and enrolled
- All families who are placed in the program have an orientation and/or visit to the program prior to their start date (see section 4.2 Partnering with families)



What are the related Spark standards?

FP1: The program uses family input and feedback to guide program planning and policy decisions.

FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.



Dual-Funded Programs: Oregon Prenatal to Kindergarten (OPK), Preschool Promise, and Tribal Grantees – Part 14.1 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

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

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



What does this requirement look like in practice?

Dual-Funded PSP/OPK Grantees have the option to conduct their own eligibility, selection, and placement as long as their processes align with PSP's enrollment processes. Dual-Funded Grantees, while not required to use the Preschool Promise Full Application, must ensure that the application used includes all the data fields on the most current PSP family enrollment application. Please note unless you are a Dual-Funded program or a Tribal Grantee, eligibility, selection, and placement must be done through the local Early Learning Hub. Additional reporting may be required for Dual-Funded programs who do their own eligibility, selection and placement.

Early Learning Hubs are required to support all PSP Grantees with recruitment and outreach strategies.



What questions could you ask to gauge the implementation and quality of this practice?

- Do you have access to the most recent Preschool Promise Enrollment Manual?
- Are your program's processes and procedures in alignment with the PSP eligibility criteria?
- Is your program collaborating with the Early Learning Hub on a regular basis?
- Do you know who to contact for Hub support?
- Do you have access to the most recent Preschool Promise Full Application?



What evidence demonstrates the implementation of this practice?

- Eligibility and selection processes are in alignment with the PSP eligibility requirement.
- Regular collaboration and communication with the local Early Learning Hub.
- The program is using the most recent PSP Full Application and documents.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.

Vacancies – Part 7 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

Grantees are required to provide services to the number of children and families as specified in the Exhibit A of the Grant Agreement. Grantee is responsible for developing a plan with their local Early Learning Hub to fill program vacancies. Agency may issue an amendment to the Grant Agreement or hold funds if Grantee fails to serve the number of children specified in the Exhibit A.



What does this requirement look like in practice?

The Grantee has 100% enrollment and works in collaboration with local Hub to fill openings (vacancies) as soon as possible.



What questions could you ask to gauge the implementation and quality of this practice?

- Do the number of PSP slots reflect the needs of children and families in the community?
- Are you able to start your program at full enrollment or does it take time for the Hub to find interested families?
- Have you worked with the Hub to identify barriers as to why your program has not achieved 100% enrollment?
- Are parents informed about the unique offerings of your program?
- Do you need to make changes to the schedule offerings to align with the needs of families in the community?
- Are the parents attending your program satisfied with the services provided?
- Is your program in close communication with the local Hub to fill openings as soon as possible?
- Has your program been responsive to feedback for improvement provided by families or the Hub?
- Do you have a process for ongoing enrollment throughout the year, and a plan to welcome and orient new families that may enroll during the program year?



What evidence demonstrates the implementation of this practice?

Data provided by Grantee and Hub indicates the following:

- Grantee reports 100% enrollment in the PSP Monthly Report.
- Low transfer rates of families placed in the program.
- High family satisfaction
- Low decline rates by families for placement.
- Openings are filled efficiently to maintain 100% enrollment.



What are the related Spark standards?

FP1: The program uses family input and feedback to guide program planning and policy decisions.

FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.

AB4: The program promotes positive working relationships and professionalism.



Confidential Information - Part 9 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

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

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

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

Please visit <https://studentprivacy.ed.gov/ferpa> for more information or contact the Grant Manager listed in this agreement if you have additional questions.



What does this requirement look like in practice?

The Grantee has established procedures to protect the confidentiality of any personally identifiable program information.



What questions could you ask to gauge the implementation and quality of this practice?

- Does your program have procedures to ensure the confidentiality of the children and families attending my program?
- Are your staff properly trained on what information can be and cannot be shared with third parties?
- Do you have systems in place to ensure personally identifiable information is properly stored electronically or in hard copy?
- Does your program know how long files must be kept and how to properly discard them?
- Are there protocols in place to properly respond to any data breach?



What are the related Spark standards?

PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.

Business / Organization Practices - Part 15 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

Transportation Enhancement:

Preschool Promise Program Grantees are not required to provide transportation services, but an eligible Grantee who is receiving additional funds to provide transportation must provide transportation to Preschool Promise Program enrolled children. If a Preschool Promise Program provides transportation services, they must comply with all applicable laws, including applicable state rules and federal regulations, for the transport of children ages 3 - 5 years of age.



What does this requirement look like in practice?

If awarded transportation enhancement the Grantee must:

- Have the infrastructure to be able to provide transportation to all PSP children enrolled.
- Offer transportation services to all children enrolled to and from the child's residence and preschool program.
- Provide transportation services to all children who choose to receive transportation services.
- Have transportation insurance coverage at the required limits in the PSP grant agreement.
- Follow/understand local and state regulations related to safety and age of appropriate transport.
- If licensed, follow/understand licensing documentation and regulation requirements regarding ratios during transportation times.



What questions could you ask to gauge the implementation and quality of this practice?

- Does your grant include the transportation enhancement?
- Is your program able to provide transportation to all awarded slots?
- Are the vehicles used to transport children to and from your program equipped to transport children safely, in accordance with local and state regulations?
- Does your program have up-to-date child rosters and lists of the adults each child is authorized to be released to, including alternates in case of emergency?
- Does your program have written protocols in the event a child is left behind at the end of each route?
- Does your program have written protocols in the event of a medical or other type of emergency while transporting children?
- Are the families in your program informed of how the transportation services will be provided?
- Is your local Hub aware of the transportation services provided by your program?



What evidence demonstrates the implementation of this practice?

- Child records indicating they are being provided transportation to and from the program
- Internal written processes and protocols
- Transportation information included on parent handbook or parent documents.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.



Parent Fees



What does the Preschool Promise Program Require of the PSP Grantee?

Grantees are prohibited from charging parents/guardians of eligible children any fees or tuition for the Preschool Promise Program direct service hours. Grantees may not require families to pay for classroom materials, including but not limited to food, for the Preschool Promise funded portion of the day.



What does this requirement look like in practice?

Preschool Promise families are not charged during the PSP hours. This includes but is not limited to supplies, uniforms, program celebrations, registration or enrollment fees, food, snacks, field trips, toilet training materials, etc. Parents are not asked to bring materials and or consumable supplies to support the program.

Parents cannot be required to contribute their time in order for their child to be enrolled in the program. For example, parent is required to work/volunteer in the classroom to maintain enrollment.



What questions could you ask to gauge the implementation and quality of this practice?

- Is it clear to families that the only charges incurred are for services outside the PSP hours?
- Has your program provided a list to families of the free services provided by PSP?
- Are all your staff educated on the free services provided to families?
- Is your accounting system set up properly to ensure families are not charged for services and activities provided during the PSP hours? For example, Grantee does not charge ERDC for PSP hours of operation.
- Is your program charging fees in an equitable way for service charges outside the PSP hours? For example, the charges for before and aftercare are reasonable.



What evidence demonstrates the implementation of this practice?

- Written policies are in place that describe how and when charges may apply, for example before and after care. Policies are available to families upon enrollment.
- Written communication shared with parents prior to beginning services on charges outside of the PSP hours.
- Consistent and accurate written documentation (paper or digital) for each enrolled child, such as enrollment forms, signed agreements, detailed attendance records, itemized billing statements and payment receipts when applicable for services billed outside of PSP hours. Documentation is readily accessible and organized in a logical format.
- Program is not charging ERDC for any PSP hours during the program year.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.

Address Changes



What does the Preschool Promise Program Require of the PSP Grantee?

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



What does this requirement look like in practice?

Business Mailing Address Changes: Grantees must ensure that the DELC has the most accurate information on file to send 1099 and other state notifications. Grantees must submit a [Preschool Promise Grantee Update & Change Request Form \(smartsheet.com\)](#) when an update needs to be made.

Site Changes: Any site changes must be in the best interest of children and families. Before requesting a site change, Grantees should engage with enrolled families on the benefits and timelines to ensure the site change does not cause barriers for families to attend. In addition, Grantees are required to connect with the local Early Learning Hub to ensure the new site will be in the best interest of the overall community. Once engagement has been implemented and moving to a new site is in the best interest of families, Grantees are required to request authorization from DELC by submitting a [Preschool Promise Grantee Update & Change Request Form \(smartsheet.com\)](#).



What questions could you ask to gauge the implementation and quality of this practice?

- How will the new site benefit the children and families in my program?
- Has your program engaged with families in this decision?
- How does the new site align with the Hubs' identified PSP priorities?
- Is this the right time to move the site? For example, will moving to a new site in the middle of the program year cause stress to the families of attending children?
- Does your program have a transition plan for the children?
- Have you completed the [Preschool Promise Grantee Update & Change Request Form \(smartsheet.com\)](#)?
- Will the new site need to be licensed? If so, does this have the potential to delay services to children?
- Will the services to PSP children be interrupted by this site change?



What evidence demonstrates the implementation of this practice?

- An Approved [Preschool Promise Grantee Update & Change Request Form \(smartsheet.com\)](https://smartsheet.com) submitted by grantee before site change.
- A communication plan that outlines the timelines and steps for children and families to transition to new site.



What are the related Spark standards?

FPI: The program uses family input and feedback to guide program planning and policy decisions.



Internet Access



What does the Preschool Promise Program Require of the PSP Grantee?

Grantee must have access to the Internet and a valid email address.



What does this requirement look like in practice?

All PSP communication is done electronically; therefore, the Grantee must have internet access and an active email address. It is important that the email provided to DELC is closely monitored by the Grantee to ensure they are up to date with any updates or program changes. Additionally, PSP Grantees need an active email to be able to submit all required reports. Please note: Internet, as with other utilities, is an allowable PSP expense (See allowable expense table).



What questions could you ask to gauge the implementation and quality of this practice?

- Is your email closely monitored by someone in your program to ensure responses are sent in a timely manner?
- Is your email address easy for families to use to connect with your program?
- Is the email you provided to DELC the correct one?
- Are you receiving all the PSP communication successfully?
- Did you submit an update and change form to inform DELC of any email changes?



What evidence demonstrates the implementation of this practice?

- The Grantee has an active email on file and responds to PSP requests via email in a timely fashion.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.

Record Keeping



What does the Preschool Promise Program Require of the PSP Grantee?

Grantees will maintain family, child and financial records in a secure location to ensure confidentiality and prevent unauthorized access. Grantees must maintain detailed financial records including, but not limited to, general ledgers, receipts, invoices, and all supporting documentation to track Preschool Promise Program expenditures. Current-year student records should be maintained at Grantee's program office or classroom site.



What does this requirement look like in practice?

- Grantee keeps all financial records (paper, electronic, or otherwise) including, but not limited to, general ledgers, receipts, invoices, payroll reports, timesheets, and any other supporting documentation to track all expenses billed to your Preschool Promise grant.
- Records are maintained and made accessible for at least 6 years after the end of the grant or until the conclusion of any audit, controversy or litigation arising out of or related to the grant, whichever is later.
- Grantee has written and consistently implemented document retention policies and procedures. Staff receive training on document retention policies and procedures.
- Proper access controls are in place and only authorized personnel have access to sensitive documents and permissions are managed effectively.



What questions could you ask to gauge the implementation and quality of this practice?

- Do you have written document retention policies and procedures in place that are consistently followed to track and maintain all financial records for the required amount of time?
- What method or technology are used to store documents?
- Are staff aware of and do they receive training regarding document retention policies?
- What measures are in place to ensure documents are not corrupted and/or tampered with?
- How frequently do document backups occur? Where are backup copies stored? What is the document recovery process?



What evidence demonstrates the implementation of this practice?

- Documents are easily retrievable when needed and are quickly located when using search features.
- Documents are organized in a clear, logical structure with consistent naming conventions and categorization.
- Grantee can verify the frequency and reliability of backups and storage.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.

Health and Safety Adherence and other Regulations



What does the Preschool Promise Program Require of the PSP Grantee?

Grantee must comply with OAR 414-470-0000 through 414-470-0075, state, local and federal laws and regulations, and child care licensing requirements throughout the Performance Period. Grantee must notify Agency within 5 business days of becoming aware of any alleged licensing, regulatory or compliance violations applicable to Grantee or Grantee's staff, including any individuals providing services described in this Grant pursuant to a Subcontracting agreement.



What does this requirement look like in practice?

- Grantee has a process or policy in place that outlines the required steps to report any alleged licensing, regulatory or compliance violations applicable to Grantee or Grantee's staff, including any individuals providing services described in this Grant pursuant to a Subcontracting agreement., including who will make the report to PSP@delc.oregon.gov to ensure it meets the 5 day requirement.
- Grantee has a process or policy to ensure the report is made in a timely manner should the regular program staff be unavailable to make the report.



What questions could you ask to gauge the implementation and quality of this practice?

- Does your program currently have a written policy or process that outlines who and when reports need to be made to PSP if a compliance violation occurs?
- Has the policy or process been shared with all program staff?
- Is the policy or processes regularly reviewed and updated to ensure it is current?



What evidence demonstrates the implementation of this practice?

- Clearly documented policy and procedures that are readily available to all necessary program staff
- Policies and processes are reviewed with all staff regularly to ensure they are update to date and applicable
- Staff in the program know where to find the policy or processes if needed, and understand their roles and responsibilities related to the policy or process.



What are the related Spark standards?

PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.

Site Approval - Part 8 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

Grantee shall submit their site-level information (including all sites where PSP services will be provided) for approval to the Agency through the Grantee Site Report or another tool deemed appropriate by the Agency.

In order for the Agency to execute an agreement, each site listed in the above-mentioned Grantee Site Report must be fully operational to serve children at least 15 calendar days prior to the proposed start date, and be approved by the Agency.

Failure to meet the above criteria may result in a reduction of Grant Funds, or an inability to continue with this Grant.



What does this requirement look like in practice?

- Grantee submits a Site Report for all sites offering Preschool Promise by the report deadline.
- The program calendar submitted for each site meets the requirements outlined in the PSP grant agreement including:
 - » Calendar submitted for current program year is in alignment with the direct service hour requirements of the grant.
 - » Program is participating in or rated in SPARK.
 - » Program hours begin no earlier than 7:00am and end no later than 5:00pm.
- Review License update section, ensure any updates are clear, and include any needed information/clarification.
- Confirm Site Level transportation offered and/or provided matches what is shown on PSP grant agreement.
- Confirm number of slots match PSP grant agreement.
- Each site is implementing at least the required screening tools: ASQ and ASQ-SE
- Each site is implementing curriculum and assessments that meet the requirements outlined in the PSP grant agreement.
- Confirm there is a site contact, name, phone, and email listed.
- Confirm site is ready to open at least 15 days prior to start date.



What questions could you ask to gauge the implementation and quality of this practice?

- Do all sites have a program schedule that meets all the requirements of the PSP grant agreement?
- Are all sites implementing the program quality requirements related to developmental screening, curriculum, and assessment (reference program quality guidance section)?
- Are all sites appropriately staffed, and classrooms environments ready to be operational 15 days prior to the start of the program year?



What evidence demonstrates the implementation of this practice?

- Program calendar and schedule has been developed with family voice included to meet the PSP requirements and the needs of the community.
- Developmental screening tools, curriculum, and assessment are available and accessible to all program staff to implement.
- Program staff have been trained and are ready to implement screening tools, curriculum and assessments.



What are the related Spark standards?

FP1: The program uses family input and feedback to guide program planning and policy decisions.

FP2: The program meets the individual needs of children through mutually respectful, two-way communication with families.

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.



Reporting Requirements - Part 17 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

- All required reports must be submitted to Agency by the due date using the tools/templates provided by Agency. If an unavoidable circumstance arises, Grantee may submit, in writing, a deadline extension request to the PSP@delc.oregon.gov at least 5 business days prior to the report due date.
- Grantee must submit the reports Agency using the tool(s) provided by the Agency.
- Data requested in Monthly Progress Reports may vary. Grantee must use DELC - provided template.



What does this requirement look like in practice?

The Grantee submits all required reports by the established due dates. The reports should be complete, contain accurate data, and be free of omissions. The Grantee regularly visits the [Preschool Promise Grantee Dashboard - Smartsheet.com](#) to stay up to date with all required reports and changes. Additionally, the Grantee should have internal processes and dedicated staff to ensure all reports are submitted on time. The Grantee should have processes in place to respond to inquiries on the data submitted, which may include clarification or resubmission.

Failure to submit reports by the due date will result in the inability to access PSP funding.

For unforeseen circumstances that prevent the Grantee's ability to submit a report by the due date, the Grantee should email PSP@delc.oregon.gov to request an extension, no less than five days before the due date.



What questions could you ask to gauge the implementation and quality of this practice?

- Has your program identified the staff responsible for submitting all required PSP reports?
- Do you understand the data elements being asked on the reports?
- Have you printed the PSP Required Reports and Due Dates list provided by PSP found on the 2023-2025 [Preschool Promise Grantee Dashboard - Smartsheet.com](#)?
- Is your submission completed?
- Do you have a copy of the report submitted in your files?
- Is the information you provided on the required report accurate, and do you have backup information if requested? For example, do you have attendance records to prove the number of children served?
- Do you know how to contact PSP for technical assistance?
- Does your program have established processes to ensure all data is kept up to date and accurate?



What evidence demonstrates the implementation of this practice?

- Grantee submits all required reports by the due date by site.
- Grantee responds to any update requests timely to ensure data provided to PSP is accurate.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.



Budget Requirements - Part 6 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

Grantee must submit a detailed budget to the Agency using the Agency-provided template. The detailed budget must be submitted to Agency within 30 days of executing the Grant. Agency's approval of Grantee's budget is required prior to Agency disbursing any Grant Funds for this period. Grantee must report budgeted expenditures to Agency monthly or quarterly as set forth in the table on page 102.

- Approved budget may be revised up to and including 10 percent of a budget category or \$25,000, whichever is less, without the prior approval by the Agency. In no case may a budget category adjustment result in an increase of the total amount of Grant Funds set forth in Section 6 of this Agreement and in the table on page 102. All budget modifications exceeding 10 percent of a budget category or \$25,000, whichever is less, must have a prior written approval by the Agency.
- Approved budget must limit administrative costs to 15 percent of the total budget.
- Approved budget must include adequate substitute coverage in order to meet staff professional development requirement. Staff time for participating in training and other professional learning opportunities shall be paid. Mileage and associated per diems are reimbursed at the current federal government rates.
- Approved budget must include appropriate fund allocations to meet PSP salary requirements.
- The Grant Funds must be used only for Allowable Costs in amounts not to exceed the cost limits set forth in detailed budget approved by Agency.
- Grantees must also request Agency approval for equipment or purchase of capital assets \$5,000 or more prior to expenditure of Grant Funds. Grantee's requests to approve the purchase must include a narrative justifying the need and describing the benefits. All assets purchased with Grant Funds may be used only to support and deliver the Preschool Promise Program services.

Failure to comply with all the requirements of this Grant Agreement may result in actions that include a hold on any payment claims or termination of the grant agreement.



What does this requirement look like in practice?

- Grantee develops Budget Plan that follows the requirements of the grant, for example: administrative costs are limited to 15% or less, adequate funds are included to meet PSP salary requirements, etc.
- Grantee submits Budget Plan using DELC provided tool/platform within 30 days of Agreement/Amendment execution date and receives approval from DELC.
- Grantee has processes and procedures in place to monitor spending in alignment with submitted/approved budget. Grantee regularly reviews spending and makes appropriate adjustments as needed to stay within grant requirements including the 15% Administrative cost limitation.
- Grantee has internal written policies and procedures around who has spending and budget authority within their organization, how costs are determined to be allowable, and how often financial operations are monitored and reconciled.

- Submitted Draw Reports are aligned with approved Budget Plan.
- Grantee requests and receives DELC approval through the [Request for Prior Approval](#) for equipment, projects or purchases of capital assets of \$5,000 or more prior to expenditure of Grant Funds.



What questions could you ask to gauge the implementation and quality of this practice?

- Are you familiar with the Allowable & Unallowable expenses table?
- Do you have internal policies and procedures in place that are implemented consistently to track spending and budget reconciliation?
- Have you submitted and received approval of my budget plan?
- Do you need to submit a Prior Approval Request for a planned purchase/project of \$5,000.00 or more? If the item of cost requires installation/set-up (for example, playground equipment or building maintenance), when will it be operational? Will it be within the grant period? Can I provide consistent verification of completed purchase or project?



What evidence demonstrates the implementation of this practice?

- Submitted Budget Plan is approved by DELC.
- Grantee's Draw Reports are aligned with Budget Plan and follow an expected and predictable draw-down rate throughout the grant period.
- Financial records (reports, receipts, payroll, taxes, invoices, etc.) are stored properly, reported expenditures align with Budget Plan and are available upon request.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.



Allowable and Unallowable Costs - Part 6.2 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

Grant Funds must be used for costs that are reasonable, necessary, directly related to and allocable to the Project Activities and must not exceed the Grant Award total listed in Section 6 of the agreement.

If Grantee operates a program within a shared facility, including but not limited to a private residence, public, or private space, and/or if a program receives multiple funding sources, shared resources must be allocated appropriately as to not subsidize another program. Funding sources should be leveraged to fairly distribute costs across all benefiting programs.

Grantee may use a percentage, formula, methodology, or other logical and rational framework to allocate appropriately to each funding source. Each funding source should contribute to shared resources and may be determined, for example, by using the percentage of Preschool Promise children in the classroom.

Grantee must maintain reasonable and consistent written policies and procedures that adequately document how costs are determined to be allowable, how costs are tracked, and how shared resources are allocated to Grant Funds.

On the next page are some examples of allowable and unallowable costs for the program.



What does this requirement look like in practice?

- Grantee only uses PSP funds for expenses that are directly related to PSP activities that are necessary and reasonable.
- Grantees who receive funding from various sources (such as PSP, private pay, ERDC, extended day, before/after care, etc.) have a written cost allocation method that explains how they allocate the costs of shared resources/expenses between their various funding sources or programs. Grantee may use a percentage, formula, or other reasonable and logical framework to allocate costs to each funding source. In addition, Grantee may have more than one cost allocation plan based on the type of expenditure or how the expenditure is utilized.
- Grantee's approach to cost allocation is reasonable, implemented consistently, and adequately documented.
- For in-home providers: Because the program operates within a residence, Grantee must utilize a cost allocation method to determine how much to bill to their PSP grant for shared expenses between the residence (personal expenses) and the business (PSP as well as any other funding sources, such as ERDC, private pay, etc.). Shared expenses include, but are not limited to, home repairs/maintenance, rent/mortgage, utilities, etc. This may be the same approach used for determining how much of shared business and personal expenses can be deducted as a business expense when filing taxes as an in-home childcare provider. This may be different if a Grantee operates a site where there is an approval in place with the CCLD, where there are no individuals residing the home.
- Grantee has internal written policies and procedures around who has spending authority within their organization, how costs are determined to be allowable, and how often financial operations are monitored and reconciled.

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



What questions could you ask to gauge the implementation and quality of this practice?

- Are you familiar with the grant agreement and the Allowable & Unallowable expense table?
- Did the expense/service occur within the Grant period and has it been adequately documented?
- If required, has a pre-approval from DELC been obtained?
- How does the expense support the PSP activities?
- Would a prudent person pay the amount?
- If the cost benefits other programs/services, was the cost distributed using an allocation method that is aligned with Grantee's internal written policies and procedures?
- If the item of cost requires installation/set-up (for example, playground equipment or building maintenance), when will it be operational? Will it be within the grant period or has recipient submitted a reasonable timeline for installation?



What evidence demonstrates the implementation of this practice?

- Financial records (reports, receipts, payroll, taxes, invoices, etc.) are stored properly, they support reported expenditures and are available upon request.
- Written cost allocation plan that outlines how funds are shared and distributed among program/funding sources.
- Written internal policies and procedures that include information such as who has spending authority, who has budget authority, how costs are determined to be allowable, frequency of financial monitoring and reconciliation, etc.
- If prior approval is necessary, Grantee has submitted and received approval from DELC and maintains supporting documentation (quotes, before/after photos, etc.).



What are the related Spark standards?

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.

Payment Process - Part 6.3 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

Grant Funds will be paid to Grantee utilizing the tools and platforms provided by the Agency. Grantee must be registered in Agency provided payment platforms prior to submitting a request for payment.

Grantee may request payment on a monthly or quarterly reimbursement basis by submitting claims and corresponding Draw Reports utilizing the Agency provided tools. Monthly claims may be submitted as reimbursement for the previous calendar month or may be submitted based on anticipated costs for the current calendar month. Quarterly claims may only be submitted as reimbursement for the previous calendar quarter.

Regardless of whether Grantee's claims reflect a monthly or quarterly reporting period, they must match the total claim amount on Grantee's Draw Report for the corresponding reporting period.

Administrative costs, including indirect costs, may not exceed 15 percent of funds disbursed under this Grant.



What does this requirement look like in practice?

- Grantee has submitted a form W-9, is established as a vendor with the state, and has an account in the Awards Management System (AMS).
- Grantees wanting to receive payments by direct deposit have submitted a [Direct Deposit Enrollment Form](#) to the Department of Administrative Services (DAS) and notified DELC.Accounting@delc.oregon.gov.
- Grantee is up to date on all PSP reporting requirements and maintains active insurance policy(ies) reflecting minimum requirements.
- Grantee follows DELC payment process by submitting a Draw Report and corresponding claim in AMS.



What questions could you ask to gauge the implementation and quality of this practice?

- Do the appropriate staff in my organization have the necessary access and training to submit all reports including but not limited to: Monthly Enrollment, Draw Reports, AMS claims, etc.?
- Are you up to date on all of my reports?
- Do you have internal policies and procedures in place that are implemented consistently to track spending and budget reconciliation?
- Do you need to submit a Prior Approval Request for a planned purchase/project of \$5,000.00 or more? If the item of cost requires installation/set-up (for example, playground equipment or building maintenance), when will it be operational? (Will it be within the grant period?)
- Have you submitted a Draw Report and corresponding claim in AMS?



What evidence demonstrates the implementation of this practice?

- Grantee has reviewed the AMS Dashboard for Job-Aids and tutorials on using AMS.
- Grantee's Draw Reports are aligned with Budget Plan and follow an expected and predictable drawdown rate throughout the grant period.
- Financial records (reports, receipts, payroll, taxes, invoices, etc.) are stored properly, support reported expenditures and are available upon request.
- Grantee has received PSP funds either via check or direct deposit.



What are the related Spark standards?

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.

End of Year Report - *Part 17 of the PSP Grant Agreement*



What does the Preschool Promise Program Require of the PSP Grantee?

Provide individual child and family level data to Agency, annually, including all fields contained on the Preschool Promise Program applicant eligibility form and data.



What does this requirement look like in practice?

Early Learning Hubs are required to provide the Grantees with a copy of the full PSP application for each child. It is best practice for Grantees to transfer the data onto an Excel sheet or another file format throughout the year to efficiently transfer this data to the End of the Year Report.

Grantees are required to calculate all the data received from the PSP application and other requirements to successfully complete the report. It is also an expectation for Grantees to submit accurate data and respond to update requests in a timely manner.



What questions could you ask to gauge the implementation and quality of this practice?

- Did you receive a full copy of the PSP application when a child was placed in your program?
- Has your program identified the person responsible for filling out the PSP End of the Year Report?
- Have you allowed enough time to complete the report at the end of the year prior to concluding services? Do you have a plan on how to respond to inquiries once the report is submitted?
- Do you have a process for transferring this data from the PDF into another format to ease the completion of the report?
- Did you review the resources provided by PSP to successfully complete the report?
- Do you understand each data element requested?



What evidence demonstrates the implementation of this practice?

- Grantee submits the end of the year report by the due date.
- The data submitted by the Grantees is accurate and complete.
- Grantee responds to update requests in a timely manner.
- The contact person listed on the report is available and able to respond to inquiries that may come after the end of the program year.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.

Staff Qualifications - *Part 5 of the PSP Grant Agreement*

Educational Requirements



What does the Preschool Promise Program Require of the PSP Grantee?

Grantee must have preschool lead teachers who have:

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

Teacher Assistants must:

- Demonstrate competencies as defined by Step 5 of the DELC professional development system, office of childcare rules for Aid II; or
- Have a similar standing within the credentialing system for K-12 teachers in Oregon.



What does this requirement look like in practice?

- All staff are enrolled in the Oregon Registry Online system and have an assigned step in accordance with the PSP staff educational requirements.
- Grantee supports and offers professional development opportunities to help program staff meet PSP requirements as well as support individual and program professional learning goals.
- Program specifically recruits for and hires staff who meet the educational requirements for Preschool Promise programs.



What questions could you ask to gauge the implementation and quality of this practice?

- Does your program have a process to recruit and hire staff who are currently enrolled in the Oregon Registry or meet the PSP Educational Requirements?
- Are you aware of both the CCLD rules for staff qualifications and the PSP qualifications for staff?
- Does your program have a plan to support staff with training and professional development to increase their ORO step?
- Does your program have well articulated educational requirements in the job description(s) for positions hired for Preschool Promise that meet the educational requirements?



What evidence demonstrates the implementation of this practice?

- Regular process for checking in with staff to develop and support training and professional development plans.
- Connection and collaboration with the Child Care Resource and Referral to support training and professional development.
- All staff have access to training and professional development that meet their individual needs and support their professional growth.



What are the related Spark standards?

PQ1: The program's leader is presently qualified through education, training, and experience.

PQ2: The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience. (Not applicable to Family Child Care Programs)

PQ3: The program's assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

PQ4: Program personnel continue to advance their knowledge and skills through participation in training and/or college course credits annually that are part of a professional development plan that will lead to advancement up to Step 10 on the Oregon Registry.

Substitute Teachers / Teacher Assistants

- Part 5.2 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

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

Long term lead teacher substitutes (e.g. the substitute for a teacher on family or medical leave longer than 21 calendar days) must have qualifications equivalent to the original teacher. If the long-term substitute lead teacher has lower qualifications than the original teacher, a waiver will be needed.

Long term substitutes must be reported to the DELC in writing within fourteen (14) calendar days of substitution. If licensed, substitute staff will need to be enrolled in the CBR and linked to your site for which you will contact your licenser.



What does this requirement look like in practice?

Grantees can have a substitute teacher operate the PSP classroom in the event that the permanent staff are not available to ensure children and families are able to receive all PSP services. It is best practice for programs to have a pool of substitute teachers on hand who are familiar with the PSP programming and the overall program to minimize the impact on children.

If a PSP qualified sub is not available and a program closure is necessary, the program must notify PSP staff and update the program calendar if needed to meet PSP requirements.



What questions could you ask to gauge the implementation and quality of this practice?

- In the event that my program's PSP staff are unavailable, does your program have access to substitute teachers?
- Do the available substitute teachers meet the qualifications required for PSP staff?
- Do you have a process for informing families when their children's regular teacher won't be present?
- Does your program have a process in place for supporting children during these transitions?
- Are the substitute teachers available familiar with the PSP quality requirements?
- Has your program submitted any required waivers to PSP?



What evidence demonstrates the implementation of this practice?

- Grantee has internal processes to address staff absences and/or emergencies.
- Grantee has a pool of substitute teachers who can help implement the Preschool Promise quality requirements.



What are the related Spark standards?

PQ2: The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience. (Not applicable to Family Child Care Programs)

PQ3: The program's assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

Personnel Salary and Background Requirements

- Part 5.3 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

Grantees must meet salaries for Preschool Promise Program lead teachers and teacher assistants adopted by the Early Learning Council (see table below) prior to delivering Preschool Promise Program services. Grantees must inform the Agency of any changes to salaries that deviate from the approved program budget.

Lead Teacher	Qualification Level	Target Salary (Hourly)	Minimum Salary (Hourly)
	Bachelor's Degree (BA/BS)/ Registry Step 10	\$36	\$25
	Associates degree (AA)/ Registry Step 9	\$31	\$22
	Child Development Associates (CDA) Credential/ Registry Step 8	\$24	\$18
Teacher Assistant	Qualification Level	Target Salary (Hourly)	Minimum Salary (Hourly)
	Child Development Associates (CDA) Credential or above/ Registry Step 7 or above	\$22	\$16
	Registry Step below 7	\$18	Local minimum wage



What does this requirement look like in practice?

- Grantees have salaries aligned with Preschool Promise grant requirements
- Grantees have clearly defined job descriptions that indicate salary ranges in alignment with PSP grant requirements
- Program budgets are created to support meeting PSP salary requirements for all existing and new staff
- Grantee follows all employment and family leave laws in Oregon.



What questions could you ask to gauge the implementation and quality of this practice?

- How can you create a budget to support meeting the PSP salary requirements as well as planning for room for growth for employees?
- What are the barriers that would prevent your program from offering salaries in alignment with PSP salary requirements, and how can they be addressed?
- Does your program have a clear salary structure that outlines how PSP salary requirements are met and support for growth is available and sustainable?
- Are you familiar with Oregon's laws related to employment and family leave?



What evidence demonstrates the implementation of this practice?

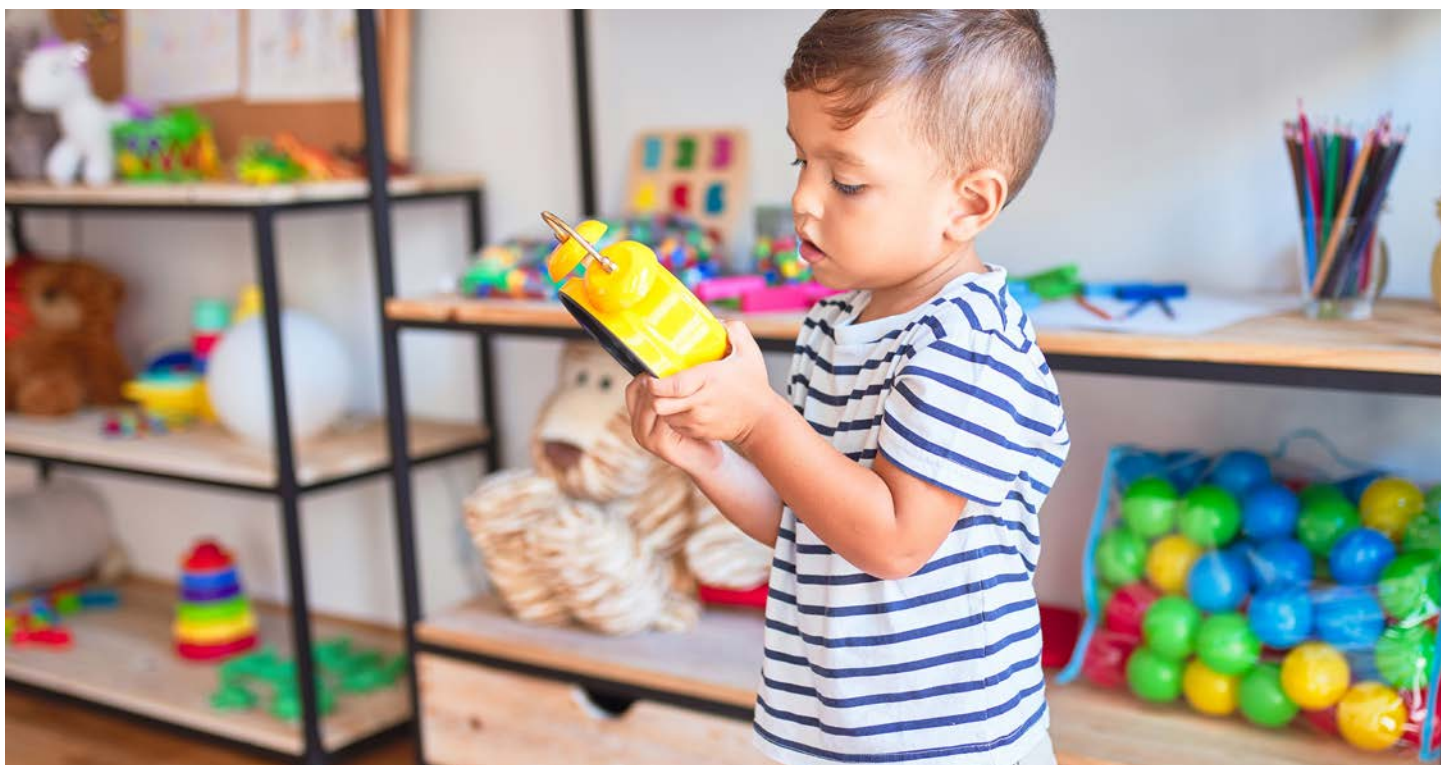
- Grantee has an established salary schedule that meets the PSP salary requirements
- If applicable the Grantee has collaborated with the program's HR department and/or union representatives to set-up salary schedules that meet PSP requirements.
- Salaries being provided are competitive in comparison to similar positions at other early learning programs in the community,



What are the related Spark standards?

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.

AB6: Benefits are offered to encourage retention.



Criminal Background Check (CBR) Enrollment Requirement



What does the Preschool Promise Program Require of the PSP Grantee?

Any staff members involved in the Preschool Promise Program must have documentation of a completed and satisfactory criminal background check on file with Grantee. Per OAR 414-061-0030 all PSP staff are considered "subject individuals" and must comply with all administrative rules applicable to the Office of Child Care Central Background Registry (currently found in Chapter 414, Division 61 of the Department of Early Learning and Care administrative rules).



What does this requirement look like in practice?

- All applicable Preschool Promise staff are currently enrolled in the Central Background Registry prior to beginning work in a PSP classroom
- Enrollment in the CBR is part of the hiring and onboarding process for all staff supporting PSP activities.



What questions could you ask to gauge the implementation and quality of this practice?

- How is CBR enrollment tracked in your program? Who is responsible for ensuring all new and current staff are enrolled and up to date in the CBR?
- Who is responsible for notifications if a staff member is disenrolled from the CBR?
- How do program leaders support other staff in completing their enrollment in the CBR?
- Is there a staff person who is familiar and able to support others with the enrollment process?
- Are there barriers for new staff in enrolling in the CBR (transportation, cost, etc...) and how can they be addressed?
- License exempt Grantees can reference this FAQ to determine who needs to be enrolled in the CBR



What evidence demonstrates the implementation of this practice?

- Program has time built into the hiring/on-boarding process to ensure CBR enrollment is completed
- Program leaders are familiar with and can help support other staff in completing the CBR enrollment process
- The program has a process or system in place to ensure all PSP staff are currently enrolled in the CBR
- Program is able to offer support to mitigate any barriers to enrollment (transportation, cost, language support).



What are the related Spark standards?

PQ1: The program's leader is presently qualified through education, training, and experience.

PQ2: The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience. (Not applicable to Family Child Care Programs)

PQ3: The program's assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

Waivers - Part 16 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

If Grantee maintains progress towards continuous improvement, Grantee may request a waiver of the requirements of ORS 329.172(5) and OAR 414-470-0040(1) to (5) during the first years of Grantee's participation in the Preschool Promise Program, as defined by the Agency. All waiver requests must be accompanied by a Quality Improvement Plan (QIP) for approval by Agency. The QIP will provide information including, but not limited to, how the program will meet the requirement for which a waiver is requested and a timeline for completing that plan. The QIP must be completed with the involvement of the local CCRR.



What does this requirement look like in practice?

Grantees are able to submit a waiver if needed for the Preschool Promise quality requirements such as staff qualifications, classroom size, meeting calendar-day requirements, or daily hours schedule. It is important to note that these waiver requests are intended to be short-term and are requested in an effort to not disrupt the services to children and families. It is also important to provide information on how your program will ensure it meets this requirement in the future. For staff qualification waivers, Grantees must connect with the local CCR&R and develop a Quality Improvement Plan to obtain support in reaching minimum PSP staff qualifications.

Grantee submits the waiver form via the Waiver Form found on the [Preschool Promise Grantee Dashboard - Smartsheet.com](#). Waivers are only approved for one year and must be resubmitted at the beginning of each program year with supporting documentation of progress towards meeting the PSP requirements.



What questions could you ask to gauge the implementation and quality of this practice?

- Is the waiver request long-term (6 months+) or short-term (3-6 months)?
- What support or resources does your program need to meet the PSP requirement after the waiver expires?
- How is the waiver submitted in the best interest of the children and families?
- How will the waiver request ensure children receive a high-quality preschool experience?
- Have you connected with my local CCR&R on any staff qualifications requirement?

- Does your staff qualification improvement plan have feasible timelines to support my staff?
- Have you received a waiver approval from PSP before implementing a requirement not in alignment with the PSP quality requirement?
- Have you explored all options before submitting a waiver request?



What evidence demonstrates the implementation of this practice?

- Grantee submits a waiver request using the form found on the [Preschool Promise Grantee Dashboard - Smartsheet.com](https://www.psp-grantee.com)
- Grantee has a PSP waiver approval on file for any quality requirement not in alignment with the grant.



What are the related Spark standards?

ABI: The program follows sound business practices, policies, and procedures that support financial sustainability.

Failure to comply with all the requirements of this Grant Agreement may result in actions that include a hold on any payment claims or termination of the grant agreement.



Monitoring - Part 12 of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

Grantee must participate in ongoing monitoring and program evaluation toward continuous quality improvement and comply with state monitoring and allow Agency access to and review of records, including but not limited to, the review of fiscal records and data. This includes providing information to the Agency, as requested, and ensuring staff are available to meet with and respond to Agency requests.

Monitoring includes, but is not limited to:

- Assessment of documentation and data you maintain;
- Obtaining information through licensing records;
- Interviews;
- Observations and evaluations;
- Fiscal oversight; and
- Announced and unannounced site visits.

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

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

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

Grantees must provide Agency or its independent third-party contractor access to all records necessary to complete the monitoring visit.

Grantee must make available to Agency all budgetary information including back-up documentation for operating budgets submitted by Grantee to Agency for the relevant time period being audited.

Grantee must return to Agency any funds determined to have been misspent, spent fraudulently, or not in accordance with the Preschool Promise Program Grant Agreement.

At the discretion of Agency, or an independent third party contractor may conduct site visits to monitor, through announced visits with at least 24-hour notice and unannounced visits with up to one hour notice.

Grantees are required to cooperate with monitoring staff and/or contractors and make available for review all records related to the Preschool Promise Program including, but not limited to the following:

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



What does this requirement look like in practice?

Participating in DELC funded evaluation and monitoring includes:

- Participating in scheduling the quality assessment site visits and observations, potentially with little notice.
- Participating in unannounced quality assessment visits.²
- Providing access to all learning environments for observation (in person, live virtual or pre-recorded virtual).
- Making available for review all records related to the Preschool Promise Program.

- Verifying that the site visit report(s) are received.
- Provide upon request data related to quality assessments, including but not limited to CLASS and ERS Quality assessments will be conducted by outside assessors, as contracted by DELC.

Teachers and leaders can prepare for quality assessment by learning more about the classroom observation tools that may be used. For example, The Research Institute offers free Introduction to ERS trainings. Teachers and leaders may be trained and use these tools on their own to do informal observations in between DELC evaluation visits to inform professional learning and continuous quality improvement.

Following the quality assessment, teachers and leaders use the information from the quality assessment collaboratively to address any non-compliance issues and to inform continuous quality improvement plans and processes.



What questions could you ask to gauge the implementation and quality of this practice?

- How do you manage monitoring and quality assessment?
 - » How do you communicate with staff about it?
 - » How do you prepare as a program?
 - » How do you use the results?
- How familiar are you with the CLASSTM and the Early Childhood Environment Rating Scale-3 or the Family Child Care Environment Rating Scale-3?
- Have you received a classroom observation with these tools before? If so, how did you understand and use the results?
- What are your strengths in quality assessment? What are your opportunities for learning and improvement?



What evidence demonstrates the implementation of this practice?

- Completed quality assessment site visit and classroom observation documentation/reports.
- Documentation that non-compliance issues addressed.
- Continuous Quality Improvement Plan informed by quality assessment (and other) data.



What are the related Spark standards?

AB5: A comprehensive program evaluation process is developed and performed on an annual basis. The evaluation examines the program's policies and procedures, care and education environment, curriculum, and administration and business practices.

Subcontracting - Part II of the PSP Grant Agreement



What does the Preschool Promise Program Require of the PSP Grantee?

Grantees may subcontract for specific services, including teaching services. Grantee may not subcontract the totality of the services provided under the Grant Agreement and all teaching subcontracts will need to be approved by the Agency Grant Manager. If Grantee subcontracts out any portion of its grant-funded services, then Grantee remains responsible for ensuring its subcontractors adhere to all program guidance and requirements, including providing monitoring and technical assistance.

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

You must submit a request in writing to the Program Manager listed in this agreement for approval to subcontract. The request to subcontract must include:

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

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

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



What does this requirement look like in practice?

Grantee subcontracts the teaching services to an eligible entity within their Hub region but oversees the PSP grant and ensures all PSP quality requirements are upheld.

Example 1 - A school district subcontracts all or some of their PSP awarded slots to a licensed required home-based provider. The home-based provider provides the instruction in the classroom and the school district submits all required reports, facilitates parent engagement, does observation and other PSP requirements.

Example 2 - A home-based provider with multiple homes (CF/RF) subcontracts another provider to obtain a license and provides the instruction to the children. The owner is responsible for grant reporting, observations and meeting all PSP requirements.

Please note: DELC does not engage with subcontractors; it is the responsibility of the Grantee to ensure that all PSP grant requirements are met.



What questions could you ask to gauge the implementation and quality of this practice?

- Does the subcontract agreement adequately address all expectations and requirements of the PSP grant agreement?
- Are roles and expectations clearly documented and available to the Grantee, subcontractor, and DELC?
- Have community partners (Early Learning Hub, CCR&R) been involved in discussions regarding the subcontract to support both the Grantee and subcontractor?
- Are you subcontracting (paying individuals with a W-9) or employ them as using a W2? If so, they are not considered a subcontractor.
- Have you submitted approval to DELC? Does DELC know how your business model is carried out—subcontracting vs employees.



What evidence demonstrates the implementation of this practice?

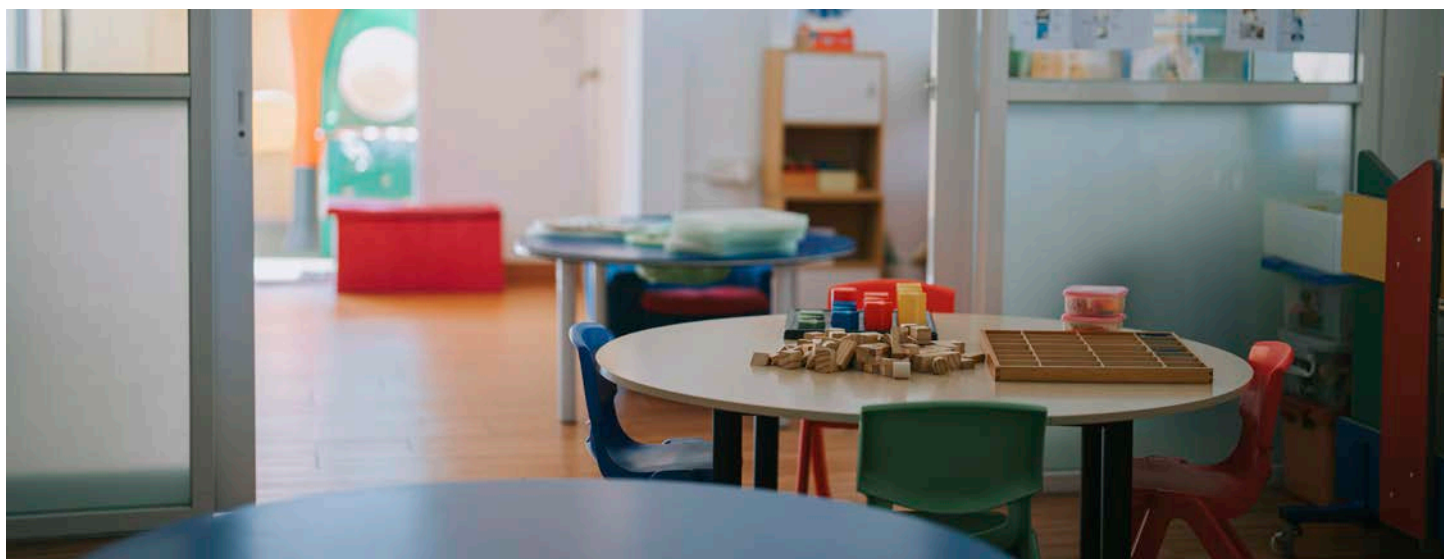
- Ongoing communication between the Grantee and subcontractor is scheduled and accessible by both entities to ensure PSP requirements are being met.
- An MOU or other contract is completed by both entities and reviewed regularly to ensure it is successful and up to date. This is available to DELC upon request.
- The Early Learning Hub is involved and communicated with regarding any updates or changes related to the delivery of PSP services.



What are the related Spark standards?

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.

AB4: The program promotes positive working relationships and professionalism.



Insurance- Exhibit B



What does the Preschool Promise Program Require of the PSP Grantee?

You are required to maintain insurance at levels specified in the Grant Agreement, Exhibit B throughout the duration of the Grant Agreement. Grantees must have insurance in place and copy of the insurance certification submitted to DELC prior to the start of services or grant funds will be disbursed. You are also required to ensure that all your subcontractors involved in carrying out any activities funded by the Grant Agreement obtain and maintain appropriate insurance throughout the duration of their work in accordance with the Grant Agreement, Exhibit B. Insurance coverage by subcontractors must be in place before the start of services.



What does this requirement look like in practice?

Grantee secures an insurance policy that meets all the PSP requirements outlined in Exhibit B of the grant agreement. Grantees maintains active policy and fulfills the requirements outlined in the insurance exhibit. Grantee submits a new Certificate of Insurance (COI) to DELC after renewal period.



What questions could you ask to gauge the implementation and quality of this practice?

- Are you familiar with the insurance types and levels PSP requires?
- Have you provided the insurance exhibit to my insurance agent and/or broker?
- Do you have processes in place to ensure that your policy remains active?
- Does DELC have your most recent COI on file?
- Does your program have processes for responding to inquiries from DELC regarding insurance?



What evidence demonstrates the implementation of this practice?

- Active Certificate of Insurance (COI) submitted to DELC.
- Certificate of Insurance on file meet the insurance levels required by PSP.



What are the related Spark standards?

AB1: The program follows sound business practices, policies, and procedures that support financial sustainability.

Definitions

"ADA" refers to the Americans with Disabilities Act, which is a federal civil rights law that prohibits discrimination against people with disabilities in everyday activities.

"Adult-child ratio" or "Staff-child ratio" is the number of children for whom each child care staff member (or family child care provider) is responsible for supervising.

"Agency" refers to the Department of Early Learning and Care.

"Aide" is the person responsible for assisting any of the staff in planning and implementing program curriculum and activities. This is different from an Assistant Teacher.

"Assessment" The ongoing process that includes observation and provides information about development over time. Systematic, ongoing child assessment provides information about children's development and learning. The process of gathering information, reviewing the information, and then using the information to plan educational activities that are at a level the child can understand.

"Certified Family Child Care Home" or "Home" means a child care facility located in a building constructed as a single family dwelling that has a certificate to care for a maximum of 16 children at any one time.

"Central Background Registry" means CCLD's Registry of individuals who have been approved to be associated with a child care facility in Oregon pursuant to ORS 329A.030 and OAR 414-061-0000 through 414-061-0120.

"Child Care" means the care, supervision and guidance on a regular basis of a child, unaccompanied by a parent, guardian or custodian, during a part of the 24 hours of the day, with or without compensation.

"CCLD" means the Child Care Licensing Division in the Oregon Department of Early Learning and Care.

"Child Care Center" or "Center" means a child care facility that is certified to provide care and education of children, generally in a commercial or nonresidential setting, that is not a certified family child care home.

"Child Care Resource and Referral Agency ('CCR&R')" 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.

"CLASS®" refers to the Classroom and Assessment Scoring System by TEACHSTONE®. It is a validated and commonly used assessment that measures the quality of teacher/child interactions as well as peer-to-peer interactions. The assessment is used to determine the quality of the emotional and instructional support provided by teachers and of the classroom's organization and is also used to predict children's school readiness outcomes.

"Community-Based Organization" means a public benefit corporation or private nonprofit organized under ORS Chapter 65, that is representative of a community or significant segments of a community and provides educational or related services to individuals in the community.

"Continuous Quality Improvement" or CQI or 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

Definitions

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

"Dual Language Learners (DLL)" means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language

"Dual Funded Program"- refer to a Preschool Promise Grantee receiving funding from other DELC grants

"Early Learning Hub" means an entity designated by regional partners to coordinate early learning services under ORS 417.827.

"Early Learning System" means the cross-sector initiative, inclusive of health, human services, early care and education, housing, etc., working in concert to coordinate policies, programs, and services, create infrastructure, improve integration, and achieve scale.

"Eligibility" refers to the decision as to whether an individual qualifies, under financial and non-financial requirements, to receive program benefits.

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

"Enrollment" The process of putting a child onto the program's official Preschool Promise list as ready to attend.

"Grantee" means any person or entity that has a Preschool Promise grant with DELC to provide preschool-related services funded through Preschool Promise.

"Oregon Prenatal to Kindergarten (OPK)" refer to a program that provides free, high-quality, culturally responsive preschool, infant/toddler and family support services to families who are living at or below 100 percent of the Federal Poverty Level or who are categorically eligible

"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.

"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.

"Lead Teacher" is the person responsible for guiding, implementing and directing the learning experience of children in the Preschool Promise classroom. The Lead Teacher plans, prepares, and implements the daily activities (indoor/outdoor) as they relate to the curriculum and maintains the classroom environment.

"License Exempt Provider" is a provider who is exempt from CCLD licensing requirements in accordance with OAR 414-305-0120, including but not limited to a program that is operated by a school district, charter school, political subdivision of this state, or a government agency.

"Mixed delivery" refers to the model that recognizes that high-quality learning experiences can take place in a wide variety of settings, and families should be able to choose the setting that works best for them and their children. Families will have a wide range of choices of providers in the mixed delivery model.

"National Association for the Education of Young Children (NAEYC)" A professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice policy, and research.

Definitions

"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.

"Professional Development Plan" A professional development plan documents the goals, required skill and competency development, and objectives a staff member will need to accomplish to support continuous improvement and career development.

"Program Year" starts on July 1 and continues through June 30 of the following calendar year.

"Preschool Promise" 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.

"Preschool Promise Coach" means a CCR&R employee who provides specific support for quality requirements.

"Preschool Promise Grantee" means an entity operating a Preschool Promise program with a Grant from Agency.

"Preschool Promise Quality Specialist" means a CCR&R employee who provides general support for Preschool Promise Grantees.

"Relief Nursery" means a non-governmental, Community-Based Organization, certified by the Oregon Association of Relief Nurseries, that seeks to prevent the cycle of child abuse and neglect through programming that focuses on building successful and resilient children, strengthening parenting skills, and preserving families by offering comprehensive and integrated early childhood therapeutic and family support services.

"Technical Assistance (TA)" means targeted and individualized support by a professional(s) with specific knowledge and skills to develop or strengthen processes, application, or implementation of services for/by the TA recipients. TA may be delivered by an individual or a team, to one individual or a group. TA may be provided face-to-face, via distance methods, or a hybrid of the two. Typical forms of TA include coaching, mentoring, consultation, and Professional Development.

"Site" means a physical location at which Preschool Promise services are provided.

"Staff" means any individual 18 years and older who works in and has contact with children in the program.

"Slot" means a Grant-funded position in a Preschool Promise program; each Slot can be filled by only one child.

"Spark" means the system established through ORS 329A.261 which establishes a set or progressively higher standards used to evaluate the quality of an early learning and development program and to support program improvement.

"State" means the state of Oregon.

"Teacher Assistant" is the person responsible for and qualified to assist, according to PSP requirements, the Lead Teacher in planning and implementing program curriculum and activities.

"Volunteer" means any individual 18 years or older who intends to perform uncompensated duties for the program and who may have unsupervised contact with the children in the program or who is in the facility more than four hours per year and has contact with children in the program.

APPENDIX: Acknowledgements

DELC Staff

Anahi Garibay, Preschool Promise Communications Coordinator

Anthony Martirano, Grants Manager

Ash Mickels, Program Analyst

Crystal Garcia, Preschool Promise Operations Policy Analyst

Dayna Jung, Preschool Promise Program Manager

Gwyn Bachtel, Early Learning Programs Director

Joel Metlen, Deputy Director of Programs

Lauren Sigman, Preschool Specialist

Maidie Rosengarden, Baby Promise Program Manager

Mel Hanna, Coordinated Enrollment Specialist

Meredith Flemming, Grants Manager

Consultants

Start Early, Judy Reidt-Parker





Preschool Promise

Oregon Department of
Early Learning and Care

700 Summer Street NE #350
Salem, OR 97301
1-800-556-6616
PSP@delc.oregon.gov
oregon.gov/delc