

## STATE OF OREGON



### COVER PAGE

OREGON DEPARTMENT OF EARLY LEARNING AND CARE

## **PRESCHOOL PROMISE ELIGIBLE PROVIDER LIST FOR SOUTHERN OREGON EARLY LEARNING SERVICES**

Request for Grant Applications (“RFA”)

#S-58800-00013258

Date of Issue: Thursday, March 20<sup>th</sup>, 2025

Closing Date and Time: Monday, May 5<sup>th</sup>, 2025 at 5:00 PM PST

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## **SECTION 1: GENERAL INFORMATION**

### **1.1 PURPOSE**

The State of Oregon, acting by and through its Department of Early Learning and Care, (“Agency”), is issuing this Request for Grant Applications (“RFA”) for Preschool Promise Grantees in the Southern Oregon Early Learning Services during the 2025-2027 biennium (July 1, 2025– June 30, 2027). If existing Preschool Promise grantees want to increase their Preschool Promise Slot allocation or be part of the Preschool Promise Eligible Provider List, then those existing grantees must submit an application in response to this RFA. In addition, preschool providers who would like to be awarded Preschool Promise Slots or join the Preschool Promise Eligible Provider List as a new Preschool Promise grantee are invited to submit an application in response to this RFA. If awarded, these new or existing Preschool Promise grantees will either be immediately awarded Preschool Promise Slots or will be awarded a spot on the Preschool Promise Eligible Provider List.

If successful applicants are awarded a spot on the Preschool Promise Eligible Provider List then they will be deemed eligible for Preschool Promise Slots in the event that any such Slots become available before June 30, 2027, within Southern Oregon Early Learning Services. These successful applicants will remain in the Preschool Promise Eligible Provider List through June 30, 2027. Please note that Agency cannot guarantee that any successful applicants on the Preschool Promise Eligible Provider List will eventually be granted any Slots. If the successful applicant is granted Preschool Promise Slots while on the Preschool Promise Eligible Provider List Pool, the performance period for such granted Slots lasts until June 30, 2027. At some point on or before June 30, 2027, in the discretion of the Agency, successful applicants who are on the Preschool Promise Eligible Provider List may, in Agency’s sole discretion, be asked by Agency whether they wish to remain on the Preschool Promise Eligible Provider List .

Agency oversees the Preschool Promise program, which offers free, high-quality preschool to Oregon families with incomes at or below 200% of the federal poverty level and children in foster care. Preschool Promise is a publicly-funded program that recognizes high-quality care and education happens in a variety of settings.

Preschool Promise Grantees are paid directly by the State of Oregon to offer preschool services to qualifying families.

Additional details are included in the Scope of Activities section.

### **1.2 GRANT AMOUNT AND DURATION**

Agency anticipates the award of multiple Grant Agreements (each a “Grant”) from this RFA. The initial term of each Grant is anticipated to be 2 years with options to renew in Agency’s discretion. The amount of each Grant will be based on the number of Slots awarded, as follows:

- Base amount: \$15,650 per Slot per year
- Transportation enhancement: \$1,100 per Slot per year.
- One-time start-up amounts: \$2,000 per Slot awarded pursuant to this RFA

Successful applicants must begin services no later than September 30, 2025, and provide no less than 900hours of direct service as outlined in section 2.5.1 of this RFA.

The transportation enhancement is available to Sites that are operated as the following provider types only: Certified Child Care Center, Certified Family Child Care provider, education service district, federal Head Start program, Oregon pre-kindergarten grantee, public school, public charter school, or Relief Nursery.

### **1.3 ELIGIBILITY**

The following types of entities are eligible to operate Preschool Promise programs:

- Certified Child Care Centers;
- Certified Family Child Care providers;
- Child Care Resource and Referral Agencies;
- Community-Based Organizations;
- Culturally specific organizations;
- Early Learning Hubs as designated under ORS 417.827;
- Education service districts;
- Federal Head Start programs;
- Oregon Pre-kindergarten grantees;
- Private preschools;
- Public charter schools;
- Public schools;
- Relief Nurseries as defined in ORS 417.786; and
- Other Child Care Providers as defined in OAR 414-470-0005.

An eligible entity may provide Preschool Promise services at more than one Site. The entity must use a single Application and must provide the information requested by the Application for each Site.

Applicant's Sites must have sufficient physical space to provide Preschool Promise services. If license exempt, minimum requirements are as follows:

- Indoor, open and accessible space: 35 square feet per preschooler
- Outdoor, open and accessible space: 75 square feet per preschooler

An Applicant is not eligible to provide Preschool Promise services pursuant to this RFA if Applicant has previously been awarded a Preschool Promise Grant and, in the two years before submitting an Application in response to this RFA, Applicant's total enrollment is or fell below 60% enrollment, or Agency notified Applicant that Applicant was not eligible for continuation of a Preschool Promise Grant, or terminated Applicant's Preschool Promise Grant.

An applicant must have a current active license for the site(s). In progress licenses are not considered active.

An Applicant may not provide Preschool Promise services at any Site where, in the two years before submitting an Application in response to this RFA, Agency's Child Care Licensing Division (CCLD) found that Applicant committed more than two serious violations as defined by rule, or at any Site where OCC imposed a civil penalty on the Applicant for conduct related to that Site.

All sites must be in good standing within the hub region to be eligible.

#### **1.4 SCHEDULE**

The table below represents a tentative schedule of events. All times are listed in Pacific Time. All dates listed are subject to change.

| Event                                                                 | Date                                            | Time        |
|-----------------------------------------------------------------------|-------------------------------------------------|-------------|
| Pre-Application conference – Program Information (English)            | Thursday, April 3rd                             | 3:00 PM PST |
| Pre-Application conference – Program Information (Spanish)            | Thursday, April 3rd                             | 4:00 PM PST |
| Pre- Application Conference – Application Information (English)       | Friday, April 4th                               | 3:00 PM PST |
| Pre-Application Conference – Application Information (Spanish)        | Friday, April 4th                               | 4:00 PM PST |
| Questions/ requests for clarification due                             | Tuesday, April 15 <sup>th</sup>                 | 5:00 PM PST |
| Answers to questions/ requests for clarification issued (approximate) | Friday, April 18 <sup>th</sup>                  |             |
| Closing (Applications due)                                            | Monday, May 5 <sup>th</sup>                     | 5:00 PM PST |
| Issuance of notice of award (approximate)                             | Monday, June 2 <sup>nd</sup>                    |             |
| Award protest period ends                                             | 7 calendar days after notice of intent to award |             |

#### **1.5 SINGLE POINT OF CONTACT (SPC)**

The SPC for this RFA is identified on the Cover Page, along with the SPC's contact information. Applicants must direct all communications related to any provision of the RFA, whether about the technical requirements of the RFA, Grant requirements, the RFA process, or any other provision only to the SPC.

## SECTION 2: AUTHORITY AND SCOPE

### 2.1 AUTHORITY

Agency is issuing this RFA pursuant to its authority under ORS 329.172.

### 2.2 DEFINITION OF TERMS

For the purposes of this RFA, capitalized words will refer to the following definitions:

- **“Addendum” or “Addenda”** means an addition to, deletion from, a material change in, or general interest explanation of this RFA.
- **“Affected Applicant”** means an Applicant who would be eligible for a Grant in the event their appeal was successful.
- **“Applicant”** means an entity who submits an Application in response to this RFA.
- **“Eligible Provider List I”** means the list of successful applicants who are eligible for a Grant in the event that additional Slots become available in the respective Early Learning Hub region, subject to the discretion of the Department of Early Learning and Care. There is no guarantee that any successful applicant on this list will be granted Slots if they become available.
- **“Application”** means a written response to this RFA.
- **“Certified Family Child Care”** means a home-based child care program, with up to 16 children, that is certified under ORS 329A.280.
- **“Certified Child Care Center”** means a child care facility that is certified to care for 13 or more children, or a facility that is certified to care for 12 or fewer children and located in a building constructed as other than a single family dwelling.
- **“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 211info; 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.
- **“Closing”** means the date and time specified in this RFA as the deadline for submitting Applications.
- **“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.
- **“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.
- **“Evaluation Committee”** means the group of people who will evaluate and score Applications submitted in response to this RFA.
- **“Head Start”** means a program that promotes school readiness for young children from low-income families by enhancing their cognitive, social, and emotional development.
- **“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 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.
- **“Site”** means a physical location at which Preschool Promise services are provided.
- **“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.

## 2.3 OVERVIEW

### 2.3.1 PRESCHOOL PROMISE

Agency operates programs for young children and their families. These programs prioritize offering high-quality early care and education services to families who face economic challenges.

Preschool Promise is a high-quality, publicly-funded preschool program that serves families living at or below 200 percent of the federal poverty level and children in foster care. Preschool Promise is delivered in a variety of settings including centers, homes, and schools.

Preschool Promise is a Slot-based program, meaning Preschool Promise Grantees are awarded a certain number of Slots, and eligible children fill these Slots.

### **2.3.2 BACKGROUND**

Preschool Promise was established in 2015 under ORS 329.172, in an effort to expand preschool options available to Oregon children and families. Preschool Promise is currently funded to serve approximately 5,700 children across Oregon.

### **2.3.3 GOALS**

The goal of this RFA is to find eligible providers to reallocate Preschool Promise Slots that have come available during the 2024-2025 program year or become available in the 2025-2027 biennium, by amending current grant agreements or issuing new agreements where applicable. DELC is only accepting applications for applicants able to provide services in the Southern Oregon Early Learning Services.

In addition, as described in more details above, another goal of this RFA is to offer interested and eligible applicants the chance to be placed and remain on the Preschool Promise Eligible Provider List and receive Preschool Promise Slots that might become available throughout the 26/27 Program year. For more information, please refer to section 2.5.2.

## **2.4 SCOPE OF ACTIVITIES**

As described below, Preschool Promise Grantees will be expected to provide high-quality preschool for eligible children. In addition to Agency-provided support, CCR&Rs are also equipped with information to help Preschool Promise Grantees understand and implement program and quality requirements. Each CCR&R has a Preschool Promise Specialist and a Preschool Promise Coach available at no cost.

### **2.4.1 Program Requirements**

Preschool Promise Grantees will be expected to fulfill the Preschool Promise requirements mandated in ORS 329.172 and the administrative rules in Division 470 of Chapter 414 (OAR 414-470). Awarded applicants are required to provide the following services within the program year. Please note these requirements may differ depending on the length of the program year. Refer to PSP Operations Manual for more information on a typical program

year.

- Provide Preschool Promise program services between July 1, 2025 – June 30, 2027
- 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.
- Serve children who are at least three years of age but not older than five years of age, as determined by the date used to determine kindergarten eligibility;
- Serve families with incomes at or below 200% of the Federal Poverty Level and children in foster care;
- Serve eligible immigrant and refugee families;
- Serve eligible children who speak a language other than English at home;
- Serve eligible children who are experiencing housing insecurity;
- Serve eligible families engaged with the child welfare agency;
- Serve eligible children who have identified special education needs;
- Implement a no suspension or expulsion policy in accordance with the Grant Manual, and participate in professional learning, coaching, and other opportunities to increase capacity to support children with challenging behaviors;
- Do not collect parent fees from eligible families for services provided during the Preschool Promise program hours;
- Provide adequate and nutritious meals and snacks in alignment with the USDA guidelines.
- Collaborate with local Early Learning Hubs for outreach and enrollment coordination;
- Participate in Spark;
- Participate in Agency's monitoring system – collect and provide child and family-level data as requested by Agency;
- Develop and maintain collaborative relationships with community partners in order to seek resources as needed to fully support children and families experiencing crisis;
- Support potty-training and associated diapering/ toileting needs of all children;
- Be fully staffed and prepared to participate in Preschool Promise professional development and technical assistance opportunities; and
- Meet staffing qualifications and salary guidelines as prescribed in the Grant Manual prior to beginning delivery Preschool Promise program services.

#### **2.4.2 Eligible Provider List Requirements**

If Slots become available in the respective ELH region, and the waitlist participant is selected and offered Slots by Agency, the Applicant will have 15 calendar days to accept offer of Slots. If accepted, the Applicant must be ready to begin services within 60 calendar days from the date Applicant was notified.

In addition, they must meet, or have met, the following requirements:

- Successfully completed and submitted the RFA application by the established due date.
- Indicated on the RFA their interest in participating in the Preschool Eligible

Provider List .

- Begin direct services to eligible Preschool Promise children no later than 60 days from the notification of acceptance to Agency.
- Meet all Preschool Promise grant and quality requirements required by the Preschool Promise program, described in part in this Section 2.4 of this RFA.
- Secure Preschool Promise insurance requirements in accordance with the Agreement before the execution of the grant with Agency.
- Selected Site must be ready to start Preschool Promise services in full 15 calendar days from the start date given above, including but not limited to, ready facilities and hired staff.
- If license is required by the Child Care Licensing Division, no more than 2 valid serious violations in the past 24 months and no civil penalties in the past 12 months from the date the Agency makes selection.
- Must have obtained minimum scores as indicated on the RFA application.
- Site location, delivery of service, and setting type must be in alignment with the needs of the local community as described by the local Early Learning Hub at the time of the reallocation.

### 2.4.3 Quality Requirements

Preschool Promise program quality requirements apply to all preschool-aged children within a Preschool Promise program regardless of the child's funding source. These quality requirements are identified in Agency's Preschool Promise Grant Agreement (Attachment) and additional information related to the quality requirements is available in Agency's "Preschool Promise Grantee Operations Manual" which can be found here:

English: [PSP Operations Manual Web ENG\[FINAL\].pdf - Google Drive](#)

Spanish: [PSP Operations Manual Web SP 1\[FINAL\].pdf - Google Drive](#)

### 2.4.4 Staff Educational Requirements

Preschool Promise Grantees must staff their programs with highly qualified lead teachers and teacher assistants.

**Lead teacher** – There are multiple pathways to become a highly qualified lead teacher:

- At least a bachelor's degree in: (1) early childhood education or a field related to early childhood education; or (2) a field not related to early childhood education, with completed coursework that is equivalent to a major in early childhood education and sufficient training in early childhood education as determined by Agency; or
- An associate degree with additional training or additional certification in early childhood education or a field related to early childhood education, as determined by Agency; or
- Child Development Associate ("CDA") credential or step 8 on the Oregon Registry

Online (“ORO”).

**Teacher assistant** - Teacher assistants must demonstrate competencies as defined by:

- Step 5 on the ORO; or
- CCLD rules for Aid II; or
- A similar standing within the credentialing system for K-12 staff in Oregon.

#### **2.4.5 Contracting Requirements**

Preschool Promise Grantees may enter into contracts (e.g., teaching services), but may not contract for the totality of a Preschool Promise program. All teaching contracts must be written and must be pre-approved by Agency. When teaching services are contracted out, the services must be provided by an entity identified as a Provider type in Attachment C. Preschool Promise Grantees remain responsible for ensuring all contractors follow all Preschool Promise program guidance and requirements, including salary and education requirements, and Preschool Promise Grantees must monitor and provide technical assistance to contractors to ensure quality. Preschool Promise Grantees must also ensure contractors carry insurance as required by the Grant.

For Preschool Promise, an owner of multiple Certified Family Child Cares is considered to be contracting for teaching services. A home-based child care in which the owner is not also the provider, as defined by CCLD, is also considered to be contracting for teaching services.

#### **2.4.6 Progress and Expenditure Reports**

Preschool Promise Grantees will be required to track and account for all Grant funds received, and will be required to report on progress and activities, including the number of children and families served. Progress reports will be due monthly.

#### **2.4.7 Financial Controls and Sustainability**

Grants resulting from this RFA may be used for costs that are reasonable, necessary, and directly related to the Preschool Promise Program. While this may include an allocation of shared expenses, such as facilities costs and administrative costs, programs may not use Grant funds to cover costs that are not directly related to the Preschool Promise program.

Preschool Promise Grantees will be required to submit a detailed budget for Agency approval that outlines the intended use of their Grant funds, including how start-up funds will be used, utilizing an Agency provided template. The budget template will include line items similar to the examples of allowable and unallowable expenses shown below. This is not an exhaustive list.

| <b>Cost Example</b>                      | <b>Allowable</b> | <b>Start-up</b> |
|------------------------------------------|------------------|-----------------|
| 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: <a href="http://www.gsa.gov">www.gsa.gov</a> ) | Yes | No  |
| Business insurance                                                                                                                                      | Yes | No  |
| Fines, penalties, damages, legal settlements, etc.                                                                                                      | No  | No  |
| Classroom supplies and equipment to support quality and inclusion activities                                                                            | Yes | Yes |
| Equipment and computers for program use                                                                                                                 | Yes | Yes |
| Materials and supplies directly related to the program                                                                                                  | Yes | Yes |
| Curriculum and assessment materials                                                                                                                     | Yes | Yes |
| Inclusionary support and practices                                                                                                                      | Yes | Yes |
| Professional services costs directly related to the program                                                                                             | Yes | No  |
| Food and preparation supplies for enrolled children                                                                                                     | Yes | Yes |
| Health screenings for enrolled children (e.g., vision, hearing, dental)                                                                                 | Yes | Yes |
| Printing and publications, reports, and manuals directly related to the program                                                                         | Yes | No  |
| Salaries and fringe benefits for lead teachers, teacher assistants/ aides, and other staff directly supporting the program                              | Yes | No  |
| Professional development and training for lead teachers, teacher assistants/ aids, and other staff directly supporting the program                      | Yes | No  |
| Memberships in business, technical, and professional organizations directly related to the child care business                                          | Yes | No  |
| Memberships, goods, or services for personal use                                                                                                        | No  | No  |
| Meetings (e.g., food, rental of equipment/ space, transportation) directly related to the program                                                       | Yes | No  |
| Staff entertainment (e.g., alcohol, food, lodging, rentals, transportation, and gratuities)                                                             | No  | No  |
| Promotional items, gifts, gift cards, prizes, etc.                                                                                                      | No  | No  |

|                                                                 |     |     |
|-----------------------------------------------------------------|-----|-----|
| Political activities                                            | No  | No  |
| Fundraising, loans, and investments management                  | No  | No  |
| Administrative costs, including indirect costs (limited to 15%) | Yes | Yes |

## SECTION 3: PROCESS AND REQUIREMENTS

### 3.1 GRANT PROCESS

#### 3.1.1 Public Notice

The RFA, including all Addenda and attachments, is published on Agency's website at [Department of Early Learning and Care : Preschool Promise Directory of RFAs : Programs : State of Oregon](#) as well as in the Oregon Procurement Information Network (OregonBuys) at [\(oregonbuys.gov\)](#). RFA documents will not be mailed to prospective Applicants.

Agency will advertise all Addenda on its website and in OregonBuys. Prospective Applicants are solely responsible for checking Agency's website or OregonBuys to determine whether any Addenda have been issued. Addenda are incorporated into the RFA by this reference.

#### 3.1.2 Questions/ Requests for Clarification

All inquiries, whether relating to the RFA process, administration, deadline, or method of award, or to the intent or technical aspects of the RFA must:

- Be emailed to the SPC;
- Reference the RFA number;
- Identify Applicant's name and contact information;
- Refer to the specific area of the RFA being questioned (e.g., page, section, paragraph number, etc.); and
- Be received by the due date and time for questions/ requests for clarification identified in the Schedule.

#### 3.1.3 Pre-Application Conference

A pre-Application conferences will be held at the date and time listed in the Schedule. Prospective Applicants' participation in these conferences is highly encouraged but not mandatory.

The purpose of the pre-Application conferences are to:

- Provide an additional description of the Preschool Promise program;
- Go over the application and how to successfully apply;
- Explain the RFA process; and
- Answer any questions Applicants may have related to the Preschool Promise program or the Application process.

Statements made at the pre-Application conference are not binding upon Agency. Applicants may be asked to submit questions in writing.

#### **3.1.3.1 Attendance at Pre-Application Conference**

Registration is not required to attend a pre-Application conference. The pre-Application conferences can be accessed at the following links:

- Pre-Application Conference – Program Information (English):  
<https://www.zoomgov.com/j/1610601357>
- Pre-Application Conference – Program Information (Spanish):  
<https://www.zoomgov.com/j/1614604463>
- Pre-Application Conference – Application Information (English):  
<https://www.zoomgov.com/j/1603359444>
- Pre- Application Conference – Application Information (Spanish):  
<https://www.zoomgov.com/j/1605986551>

#### **3.1.4 Application Due Date**

Applications and all required submittal items must be received by the SPC on or before Closing. Applications received after Closing will not be accepted. All Application modifications or withdrawals must be completed prior to Closing.

Applications received after Closing are considered LATE and will NOT be accepted for evaluation. Late Applications will be returned to the respective Applicant or destroyed.

#### **3.1.5 Application Submission**

Applicant is solely responsible for ensuring its Application is received in accordance with the RFA requirements before Closing. Agency is not responsible for any delays by transmission errors or other mistaken delivery. Only complete Applications submitted by Closing will be scored. Applications submitted by any means not authorized may be rejected. Only the following submission option is permitted for this RFA:

**Online.** An electronic version of the Application is available on Agency's website at: [Spring 2025 Preschool Promise RFA Application](#)  
Applicant must complete the Application online.

### **3.1.6 Modification or Withdrawal of Applications**

Any Applicant who wishes to modify or withdraw an Application already received by Agency must do so prior to Closing. Applicant must submit its modification or request to withdraw to the SPC using one of the manners listed in the Application Submission section. Modifications must denote the specific change(s) to the Application submission. All requests must reference the RFA number.

### **3.1.7 Application Rejection**

Agency may reject an Application for any of the following reasons:

- Applicant fails to substantially comply with all prescribed RFA procedures and requirements;
- Applicant makes any contact regarding this RFA with State representatives such as State employees or officials other than the SPC or individuals the SPC authorizes;
- Applicant initiates inappropriate contact with the SPC;
- Applicant attempts to inappropriately influence a member of the Evaluation Committee;
- Applicant attempts to inappropriately influence another Applicant or inappropriately discourages an eligible entity from submitting an Application; or
- Application is conditioned on Agency's acceptance of any other terms and conditions or rights to negotiate any alternative terms and conditions that are not reasonably related to those expressly authorized for negotiation in the RFA or Addenda.

## **3.2 APPLICATION REQUIREMENTS**

Applicant must complete and submit the Application provided on Agency's website at: [Spring 2025 Preschool Promise RFA Application](#)

Applicant should use definitive verbs in their narrative to describe what Applicant "will" do rather than aspirational verbs such as "hopes", "expects", "intends", "plans", or similar verbs that do not express a firm commitment to undertake a specific action.

### **3.2.1 Applicant Information**

All Applications are public record and are subject to public inspection after Agency issues the notice of intent to award.

## **SECTION 4: EVALUATION**

### **4.1 RESPONSIVENESS DETERMINATION**

Applications received prior to Closing will be reviewed for responsiveness to all RFA requirements. If the Application is unclear, the SPC may request clarification from Applicant. However, clarifications may not be used to rehabilitate a non-responsive Application. If the SPC

finds the Application non-responsive, the Application may be rejected, however, Agency may waive minor mistakes in its sole discretion.

## 4.2 EVALUATION CRITERIA

Responsive Applications meeting the requirements outlined in the Application Requirements section will be evaluated by an Evaluation Committee. Evaluators will assign a score for each evaluation criterion listed in below based on the point award standards listed.

SPC may request further clarification to assist the Evaluation Committee in gaining additional understanding of Applications. A response to a clarification request must be to clarify or explain portions of the already submitted Application and may not contain new information not included in the original Application.

| <b><u>Evaluation Item</u></b>                                     | <b><u>Application Question(s)</u></b>                                                                                                                                                                                                                                                                           | <b><u>Evaluation Criteria</u></b>                                                                                                                                                                                                                                                                                              | <b><u>Total Points</u></b> |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <b>Evaluation Item 1: Program Mission and Vision</b>              | Describe your mission and vision for quality preschool programing and equitable outcomes. Include a statement of philosophy that describes your program's educational purpose, beliefs, goals, and practices. Describe how the educational programming and curriculum you use supports your mission and vision. | How well does Applicant explain their program's purpose, beliefs, and goals, and how are these are put into action? To what extent does Application include information about the chosen programming and curriculum and a rationale for selection?                                                                             | <b>5 pts</b>               |
| <b>Evaluation Item 2: Racial, Cultural, and Linguistic Equity</b> | Describe how your program ensures each child's racial, cultural, and linguistic development and identity is nurtured and respected. Include how the curriculum, screenings, assessment, and communications with families are equitably implemented.                                                             | How well does Applicant describe how each child's racial, cultural, and linguistic development and identity is nurtured and respected? To what extent does Application include descriptions of specific actions related to the equitable implementation of curriculum, screening, assessment, and communication with families? | <b>10 pts</b>              |

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |
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| <b>Evaluation Item 3: Family Engagement</b>                                 | <ol style="list-style-type: none"> <li>1. Describe your approach to family engagement and including family voice in the program. Provide examples of the different ways families can engage in both the classroom and the program overall, and how families are included in decisions about the program.</li> <li>2. Describe how you learn and share with families about their child's growth and development and how families are supported to build relationships with staff and other families in the program.</li> </ol>                                                                   | <p>To what extent does Applicant provide examples of practices related to family engagement that demonstrate an understanding of family-centered programming, and how families are supported in relationships with staff and other families? To what extent does Application include descriptions of supports for families to engage with the program at different intensity levels? How well does Applicant describe how families are informed and kept up to date on their child's growth and development?</p>                                                           | <b>5 pts</b>  |
| <b>Evaluation Item 4: Supportive Environments and Ambitious Instruction</b> | <ol style="list-style-type: none"> <li>1. Please list the screening tool(s) you use in your preschool program for this site and describe why you chose that tool(s).</li> <li>2. Please list the curriculum/curricula you use for this site in your preschool program and describe why you chose the curriculum/curricula.</li> <li>3. Please list the child level developmental assessment(s) you use in your preschool program for this site and describe why you chose it/them.</li> <li>4. Do you participate in Spark (Oregon's Quality Recognition and Improvement System)? If</li> </ol> | <p>How well does Applicant's plan to implement quality improvement strategies position Applicant for successful interactions and relationships with their local CCR&amp;R and other professional learning organizations? To what extent does Applicant's plan demonstrate a commitment to continuous improvement, particularly in the areas of implementing developmentally appropriate curriculum, engaging families, and using ongoing assessment to inform lesson plans? Does Applicant include examples of efforts to assess program quality and develop plans for</p> | <b>10 pts</b> |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
|                                                         | <p>you are not yet participating in Spark, please identify the date by which you will complete your Spark enrollment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>improvement as needed?<br/>To what extent is Applicant participating in Spark? If Applicant is not currently participating in Spark, to what extent does Applicant's plan to participate in Spark support Applicant's full participation in Spark?</p>                                                                                                                                                                                                                                                  |                      |
| <p><b>Evaluation Item 5: Inclusionary Practices</b></p> | <ol style="list-style-type: none"> <li>1. Please describe how you prepare the learning environment and staff to be inclusive of all children, regardless of ability, family composition, culture, language, or family income.</li> <li>2. Describe the processes that your program has in place to sustain attendance and placement for children to prevent expulsions and suspensions.</li> <li>3. Describe your process for referring children to your regional Early Childhood Special Education provider. How do you partner with your regional Early Childhood Special Education provider?</li> <li>4. How do you collaborate with community partners to help families access additional physical and mental health services and other child development supports?</li> </ol> | <p>To what extent does Applicant describe practices that ensure children with special needs welcomed into the classroom, including ensuring staff receives relevant training? How well does Applicant describe how their program conducts child screenings and assessments, or how Applicant coordinates with a community organization or health care provider to conduct screenings and assessments, and how referrals will be made to connect families and children with needed additional services?</p> | <p><b>10 pts</b></p> |

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| <p><b>Evaluation Item 6: Transitions</b></p>              | <ol style="list-style-type: none"> <li>1. Describe transitions of new children entering your program, between classrooms, and when transferring to other preschool programs. Please include how children and families are supported during transitions, any routine meetings or formal agreements with other organizations, and data sharing related to transitions.</li> <li>2. Describe how your program encourages and supports preschool children and families transitioning to kindergarten. Please include how children and families are supported during the transition, any routine meetings or formal agreements with other organizations, and data sharing related to the transition to kindergarten.</li> </ol> | <p>How well does Applicant describe an intentional, smooth approach to each possible type of program transition for new children entering the program?<br/>How well does Applicant describe how children and families are supported during these transitions?</p>                                                                                              | <p><b>5 pts</b></p> |
| <p><b>Evaluation Item 7: Professional Development</b></p> | <p>Describe your current practice for supporting and/or offering professional development opportunities for preschool staff and list supportive strategies you use to ensure staff have access to the opportunities. Examples are, but not limited to, program calendar allows time for staff professional development, paid time for staff to attend trainings, substitute coverage for staff training, compensation for courses, job embedded professional learning, etc.</p>                                                                                                                                                                                                                                            | <p>How well does Applicant describe how professional development will be used to ensure lead teachers and teacher assistants have knowledge and skills needed to deliver Preschool Promise, and how they will support teachers to attain credentials? How well does Applicant's program support staff professional development and educational attainment?</p> | <p><b>5 pts</b></p> |

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|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Evaluation Item 8: Compensation</b>   | <p>What is the anticipated salary range for your Preschool Promise Lead Teacher(s) and Assistant Teacher(s)? If the salary(ies) range does not meet the Preschool Promise salary requirements (see Exhibit A, Part 5, of the Sample Grant Agreement), please describe why not. Please describe your strategies or processes you will implement to meet Preschool Promise's target salaries for lead teachers and teaching assistants. If applicable, describe any barriers you anticipate and plans to mitigate those barriers.</p> | <p>How well does the Applicant's compensation strategies position Applicant to meet target salaries for lead teachers and teacher assistants? If Applicant is not yet meeting target salaries, to what extent does Applicant have a plan in place to address barriers to reaching target salaries?</p>          | <b>5 pts</b> |
| <b>Evaluation Item 9: Staffing Model</b> | <p>Preschool Promise requires grantees to meet specific education qualification requirements including adult to child ratios (1:9) for all service hours of Preschool Promise. Describe the program's staffing model and capacity to support these Preschool Promise requirements. Please include main roles, staff qualifications and years of experience. Include any strategies or processes for hiring, if necessary, if the program is not fully staffed to</p>                                                                | <p>How well does Applicant describe a program administration and staffing model that ensures the capacity to complete administrative responsibilities, program oversight, reporting of program data and financial information, and sufficient teaching capacity to implement the Preschool Promise program?</p> | <b>5 pts</b> |

|                                                           | meet PSP requirements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Evaluation<br/>Item 10:<br/>Financial<br/>Controls</b> | Describe the financial controls you currently have in place to ensure program stability. Include information about how you track your program revenue and expenses, how you manage your cash flow, and how you allocate the cost of shared expenses across various funding sources (for example, Preschool Promise, private pay, ERDC, other program revenue, etc.). In addition, if an in-home provider, provide a description of how you distribute the cost of shared expenses between the residence and the business. | <ul style="list-style-type: none"> <li>• How strong are Applicant's current financial controls, including how they track revenue and expenses, manage cash flow, and implement a cost allocation plan. Do they provide relevant examples?</li> <li>• To what extent do Applicant's current financial controls support Applicant's ability to operate a fiscally responsible and stable Preschool Promise Program?</li> <li>• To what extent does Applicant include information about their current cost allocation model and a rationale for the selection? To what extent does Applicant's current cost allocation model demonstrate their understanding of and/or experience with managing shared costs across various funding sources and, if an in-home provider, between the residence and business. Do they include relevant examples?</li> </ul> | <b>20 pts</b> |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Evaluation Item 11: Business Strategy</b>       | <p>Describe your current business strategy. Include your approach to program enrollment; how you manage staff retention and recruitment; what key personnel support the implementation of the business strategy and how many years, and in what role(s), they have been involved in the operation of a preschool or early childhood education program; how you determine financial sustainability; how you track progress of your business strategy; and, how Preschool Promise fits (or would fit) into your overall business strategy.</p> | <ul style="list-style-type: none"> <li>• How strong is Applicant's current business strategy and how well aligned is it with Preschool Promise?</li> <li>• To what extent does Applicant demonstrate strong experience as a preschool provider that can manage staff retention and recruitment and program enrollment? Do they include relevant examples?</li> <li>• How well does Applicant track progress related to implementing the business strategy? Do they include relevant examples?</li> </ul> | <b>10 pts</b> |
| <b>Evaluation Item 12: Oversight and Authority</b> | <p>Describe how financial duties are managed to ensure appropriate checks and balances. Include a description of the controls for financial oversight, who has budgetary authority, and who has spending authority within your business.</p>                                                                                                                                                                                                                                                                                                 | <p>To what extent does Applicant have current and operative financial controls in place to ensure appropriate checks and balances, financial oversight, and clear budgetary and spending authority? Do they include relevant examples?</p>                                                                                                                                                                                                                                                               | <b>5 pts</b>  |
| <b>Evaluation Item 13: Accounting</b>              | <p>Describe in detail your general accounting processes, which may include the use of a bookkeeper, accounting software, tax preparer, etc. Include how you currently</p>                                                                                                                                                                                                                                                                                                                                                                    | <p>To what extent does Applicant list and describe current accounting processes sufficient to track and manage Grant funds,</p>                                                                                                                                                                                                                                                                                                                                                                          | <b>5 pts</b>  |

|  |                                                                                                                               |                                                                                                                                 |  |
|--|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--|
|  | track and maintain financial records and how you would adjust your accounting processes if awarded a Preschool Promise grant. | including who and/or how they manage bookkeeping, accounting procedures, payroll, and taxes? Do they include relevant examples? |  |
|--|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--|

### 4.3 POINT AND SCORE CALCULATIONS

The SPC must total the scores for each of the above criteria, together with community needs score. After totaling the points, SPC must determine rank order for each respective Application and Applicant, with the highest score receiving the highest rank, and successive rank order determined by the next highest score.

Point Award Standards:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Exceeds Standards</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates an excellent understanding of the requirements of the Grant and the new or proven approach significantly exceeds performance or capability standards.</li> <li>• Response has several exceptional strengths that will significantly benefit children and families being served.</li> <li>• Response has no weaknesses; normal provider effort and normal DELC monitoring will be sufficient to minimize risk.</li> <li>• Response is extensive, detailed, and exceeds all requirements and objectives; and therefore, has a high probability of meeting the requirements with little or no risk to DELC or state.</li> </ul> |
| <p><b>Acceptable</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates understanding of the requirements of the Grant and the approach meets performance or capability standards.</li> <li>• Response has strengths that will benefit children and families being served.</li> <li>• Response has minimal material weaknesses.</li> <li>• Close DELC monitoring will probably minimize any difficulties of risk.</li> </ul>                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Response generally meets requirements; therefore, has an acceptable probability of meeting the requirements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Inconsistent</b></p> <ul style="list-style-type: none"> <li>Response demonstrates a limited understanding of the requirements of the Grant and the approach, and only marginally meets performance or capability standards necessary for minimal program performance.</li> <li>Response has minor omissions and demonstrates a misunderstanding of the requirements that may be corrected or resolved through clarification requested by DELC.</li> <li>Response has weaknesses that could potentially cause some disruption of schedule, increase in cost, or degradation of performance even with close DELC monitoring.</li> </ul> |
| <p><b>Does Not Met Standards</b></p> <ul style="list-style-type: none"> <li>Response demonstrates a misunderstanding of the requirements of the Grant and the approach fails to meet performance or capability standards.</li> <li>Response has major omissions and inadequate detail to assure the evaluators the Applicant has an understanding of the requirements.</li> <li>Response proposes an unacceptable risk and cannot meet the requirements without major negotiations.</li> </ul>                                                                                                                                              |

Points possible and award standards are as follows:

| Evaluation Section                | Maximum Points Available for This Criteria | Does Not Meet Standards | Inconsistent | Acceptable | Exceeds Standards | Total Score |
|-----------------------------------|--------------------------------------------|-------------------------|--------------|------------|-------------------|-------------|
| <b>Structural Components</b>      |                                            |                         |              |            |                   |             |
| <b>Program Mission and Vision</b> | 5                                          | 0-1                     | 2-3          | 4          | 5                 |             |

|                                                          |           |     |      |       |       |  |
|----------------------------------------------------------|-----------|-----|------|-------|-------|--|
|                                                          |           |     |      |       |       |  |
| <b>Racial, Cultural, and Linguistic Equity</b>           | <b>10</b> | 0-5 | 6-7  | 7-8   | 9-10  |  |
| <b>Family Engagement</b>                                 | <b>5</b>  | 0-1 | 2-3  | 4     | 5     |  |
| <b>Supportive Environments and Ambitious Instruction</b> | <b>10</b> | 0-5 | 6-7  | 7-8   | 9-10  |  |
| <b>Inclusionary Practices</b>                            | <b>10</b> | 0-5 | 6-7  | 7-8   | 9-10  |  |
| <b>Transitions</b>                                       | <b>5</b>  | 0-1 | 2-3  | 4     | 5     |  |
| <b>Professional Development</b>                          | <b>5</b>  | 0-1 | 2-3  | 4     | 5     |  |
| <b>Compensation</b>                                      | <b>5</b>  | 0-1 | 2-3  | 4     | 5     |  |
| <b>Staffing Model</b>                                    | <b>5</b>  | 0-1 | 2-3  | 4     | 5     |  |
| <b>Financial Controls and Sustainability</b>             |           |     |      |       |       |  |
| <b>Financial Controls</b>                                | <b>20</b> | 0-7 | 8-13 | 14-17 | 18-20 |  |
| <b>Business Strategy</b>                                 | <b>10</b> | 0-4 | 5-6  | 7-8   | 9-10  |  |

|                                |            |                             |     |   |          |  |
|--------------------------------|------------|-----------------------------|-----|---|----------|--|
| <b>Oversight and Authority</b> | <b>5</b>   | 0-1                         | 2-3 | 4 | 5        |  |
| <b>Accounting</b>              | <b>5</b>   | 0-1                         | 2-3 | 4 | 5        |  |
| <b>Total Points Possible</b>   | <b>100</b> | <b>Total Points Awarded</b> |     |   | <b>0</b> |  |

#### 4.4 QUALITY EVALUATION

The SPC will total the points for each Application. Each Application that exceeds the initial Quality Evaluation thresholds will be eligible for additional evaluation to determine whether each of Applicant's Sites is aligned with the needs of its community.

Quality Evaluation Thresholds:

- Structural Components of the Preschool Promise Program – 42 out of 60 total points
- Financial Controls and Sustainability – 28 out of 40 total points

Only applicants that meet thresholds listed above will be eligible to advance in the selection process and be eligible to be added to the PSP Eligible Provider List .

If Agency determines, in its sole discretion, that an insufficient number of Applicants received at least 70% of the total points available, Agency reserves the right to reduce the 70% threshold to ensure a sufficient number of providers can provide services across the State.

##### 4.4.1 COMMUNITY NEEDS EVALUATION – POINTS

One point will be awarded for each Site that lies within the specific geographic location described in Attachment C. The Site must be physically located within that zip code described in Attachment C.

One point will be awarded for each Site that meets the setting type described in Attachment C. Agency will assign a provider setting to any Site for which a corresponding provider type is not identified in Attachment C.

One point will be awarded for each Site that provides instruction the primary language of instruction identified in Attachment C.

Applicants who score 3 points will be considered for slot award. Applicants who score lower will be added to the Preschool Promise Eligible Provider List for future consideration.

#### **4.4.2 COMMUNITY NEEDS EVALUATION - PROCESS**

Agency will only award all Slots requested by Sites that scored 3 points, with 1 point being awarded for geographic location, 1 point being awarded for setting type and 1 for primary language of instruction, subject to Agency's planned slot range within each geographic region identified by Early Learning Hub. If, however, there are an insufficient number of Slots to make presumptive awards to all Sites described in this paragraph and remain within Agency's planned slot range for an Early Learning Hub, the Quality Evaluation score or other rounds of competition may be used to rank the Applications and award Slots.

#### **4.5 OTHER ROUNDS OF COMPETITION**

Agency may conduct additional rounds of competition if in the best interest of the State. Additional rounds of competition may consist of, but will not be limited to:

- Establishing a competitive range
- Presentations/ demonstrations/ additional submittal items
- Interviews
- Enrollment history
- Site Visits
- Classroom observations and scores
- Waitlist of eligible children
- Hub and CCRR Referral

If Agency elects to conduct additional round(s), Agency will provide written notice to all Applicants describing the next step. At any time, Agency may dispense with the selected additional round and: (1) issue award to the highest-ranking Applicant; (2) elect to conduct an additional round of competition; or (3) cancel the RFA.

## **SECTION 5: AWARD AND NEGOTIATION**

### **5.1 AWARD NOTIFICATION PROCESS**

#### **5.1.1 Award Consideration**

Agency, if it awards a Grant, will award a Grant to the highest ranking Applicant(s) based upon the scoring methodology and process described in the Evaluation section. Agency may award less than the full scope described in this RFA.

**AGENCY RESERVES THE RIGHT TO NOT SELECT ANY OR ALL APPLICANTS UNDER THIS RFA IF AGENCY DETERMINES IN ITS SOLE DISCRETION THAT A SELECTION SHOULD NOT BE MADE.**

### **5.1.2 Notice of Award**

Agency will notify all Applicants in writing that Agency is awarding a Grant to the selected Applicant(s) subject to successful negotiation of any negotiable provisions.

## **5.2 INTENT TO AWARD PROTEST**

### **5.2.1 Protest Submission**

An Affected Applicant will have 7 calendar days from the date of the notice of intent to award to file a written protest.

If Agency receives only one Application, Agency may dispense with the evaluation process and intent to award protest period and proceed with Grant negotiations and award.

### **5.2.2 Protests must:**

- Be emailed to the SPC;
- Reference the RFA number;
- Identify Affected Applicant's name and contact information;
- Specify the grounds for the protest; and
- Be received within 7 calendar days of the notice of intent to award.

### **5.2.3 Grounds for Protest**

An Affected Applicant may protest only the process by which the RFA was conducted, but only if the process defect, if cured, would result in Affected Applicant being awarded a Grant. An Affected Applicant may not protest the score given by the Evaluation Committee.

### **5.2.4 Response to Protest**

Agency will address all timely submitted protests within a reasonable time and will issue a written decision to the Affected Applicant. Protests that do not include the required information may not be considered by Agency. Protests that are not based on grounds listed in Section 5.2.3 will not be considered by Agency.

## **5.3 SUCCESSFUL APPLICANT SUBMISSION REQUIREMENTS**

### **5.3.1 Business Registry**

If selected for award, Applicant must be duly authorized by the State of Oregon to transact business in the State of Oregon before executing the Grant. The selected Applicant must submit a current Oregon Secretary of State Business Registry number or an explanation if not applicable.

All corporations and other business entities (domestic and foreign) must have a Registered Agent in Oregon. For more information, see Oregon Business Guide, How to Start a Business in Oregon and Laws and Rules: <http://www.filinginoregon.com/index.htm>.

### **5.3.2 Insurance**

Prior to execution of a Grant, the apparent successful Applicant must secure and demonstrate to Agency proof of insurance coverage meeting the requirements identified in the RFA or as otherwise negotiated.

Failure to demonstrate coverage may result in Agency terminating negotiations and commencing negotiations with the next highest ranking Applicant. Applicant is encouraged to consult its insurance agent about the insurance requirements contained in Insurance Requirements (Exhibit B of Attachment A) prior to Application submission.

### **5.3.3 Taxpayer Identification Number**

The apparent successful Applicant must provide its Taxpayer Identification Number (TIN) and backup withholding status on a completed [W-9 form](#). Agency will not disburse any Grant funds until Agency has a properly completed W-9.

## **5.4 GRANT NEGOTIATION**

By submitting an Application, Applicant agrees to comply with the requirements of the RFA, including the terms and conditions of the Sample Grant (Attachment A), with the exception of those terms reserved for negotiation. Applicant must review the attached Sample Grant and note exceptions. Unless Applicant notes exceptions in its Application, Agency intends to enter into a Grant with the successful Applicant substantially in the form set forth in the Sample Grant. It may be possible to negotiate some provisions of the final Grant; however, many provisions cannot be changed. Applicant is cautioned that Agency believes modifications to the standard provisions constitute increased risk and increased cost to the State. Therefore, Agency may consider the scope of requested exceptions in the evaluation of Applications.

Any Application that is conditioned upon Agency's acceptance of any other terms and conditions may be rejected. Any subsequent negotiated changes are subject to prior approval of the Oregon Department of Justice.

In the event the parties have not reached mutually agreeable terms within 30 calendar days, Agency may terminate negotiations and commence negotiations with the next highest-ranking Applicant(s).

## **SECTION 6: ADDITIONAL INFORMATION**

### **6.1 GOVERNING LAWS AND REGULATIONS**

This RFA is governed by the laws of the State of Oregon. Venue for any administrative or judicial action relating to this RFA, evaluation, or award is the Circuit Court of Marion County for the State of Oregon; provided, however, if a proceeding must be brought in a federal forum, then it must be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this section be construed as a waiver by the State of

Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States, or otherwise, to or from any claim or from the jurisdiction of any court.

## **6.2 OWNERSHIP/ PERMISSION TO USE MATERIALS**

All Applications submitted in response to this RFA become the property of Agency. By submitting an Application in response to this RFA, Applicant grants the State a non-exclusive, perpetual, irrevocable, royalty-free license for the rights to copy, distribute, display, prepare derivative works of and transmit the Application solely for the purpose of evaluating the Application, negotiating a Grant, if awarded to Applicant, or as otherwise needed to administer the RFA process, and to fulfill obligations under Oregon Public Records Law (ORS 192.311 through 192.478).

## **6.3 CANCELLATION OF RFA; REJECTION OF APPLICATIONS; NO DAMAGES**

Agency may reject any or all Applications in whole or in part, or may cancel this RFA at any time when the rejection or cancellation is in the best interest of the State or Agency, as determined by Agency. Neither the State nor Agency is liable to any Applicant for any loss or expense caused by or resulting from the delay, suspension, or cancellation of the RFA, award, or rejection of any Application.

## **6.4 COST OF SUBMITTING AN APPLICATION**

Applicant must pay all the costs in submitting its Application, including, but not limited to, the costs to prepare and submit the Application, costs of samples and other supporting materials, costs to participate in demonstrations, or costs associated with protests.

# **SECTION 7: LIST OF ATTACHMENTS**

ATTACHMENT A: SAMPLE GRANT

ATTACHMENT B: PRESCHOOL PROMISE GRANTEE OPERATIONS MANUAL

ATTACHMENT C: HUB PRIORITIES FOR SLOT DISTRIBUTION