



**PRESCHOOL  
PROMISE**

# Oregon Early Learning Division **Preschool Promise Request for Applications 2020-21**

Date of Issuance: **January 30, 2020**

Applications Due: **April 2, 2020, 5:00 pm PDT**

RFA: **PSPS\_20-01**

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## Introduction

### Purpose

Oregon's Early Learning Division (ELD) is seeking applications from interested and eligible providers to participate in and deliver the Preschool Promise Program for the 2020-2021 program year. New and existing providers must apply through this application and will be scored and reviewed against other applicants regionally.

Preschool Promise Program funding will be awarded and distributed based on regional need. In addition overall application score, type of provider and location of provider will also be considered in the distribution of slots. Information on the Early Learning Regions can be found in Exhibit A.

### Overview

The 2019 Oregon Legislature passed the Student Success Act, which included the creation of a new Early Learning Account to fund investments focused on increasing access to high-quality early care and education for historically-underserved children under the age of five and their families. This included expansion of the Preschool Promise Program. This grant opportunity will expand the Preschool Promise Program to serve approximately 3,865 children.

The Preschool Promise Program is a high-quality, publicly-funded preschool program that serves children ages three (3) and four (4) in families living at or below 200% of the Federal Poverty Level, children in foster care and children from other historically underserved populations. The Preschool Promise Program is delivered in a variety of settings including centers, homes, and schools.

## Eligible Applicants

All new and existing eligible applicants must apply online through Survey Monkey Apply: [https://ode.smapply.org/prog/preschool\\_promise\\_program\\_provider\\_application](https://ode.smapply.org/prog/preschool_promise_program_provider_application). Please contact the Single Point of Contact for available accommodations.

The following entities are eligible to apply:

- Child care provider
- Community-based organization
- Culturally specific organization
- Early Learning Hub as designated in ORS 417.827
- Education service district
- Federal Head Start program
- Federally Recognized Oregon Indian Tribes
- Oregon Prekindergarten
- Private preschool
- Public school
- Public charter school
- Relief Nursery

## Single Point of Contact

All questions regarding this application process should be directed to **Anthony J.**

**Martirano: psprfa@ode.state.or.us**, or at 503-856-2895. The Division posts Frequently Asked Questions (FAQs) on its Oregon Early Learning Division webpage weekly [<https://oregonearlylearning.com/student-success-act>]. To allow sufficient time to respond to all questions relating to the Preschool Promise Program application, the deadline for the submission of questions is March 23, 2020 at 5 p.m. Final responses to questions will be released on March 27, 2020.

## Calendar of Events

The table below represents a tentative schedule of events. The ELD reserves the right to modify these dates at any time with notice to affected prospective applicants by posting on the ELD website.

EVENT	TARGET COMPLETION DATE (Pacific Time)
Request for Application Issued	January 30, 2020
Pre-Proposal Webinar #1 ( <i>optional</i> )	February 10, 2020 (10-11:30 a.m.)
Pre-Proposal Webinar #2- Spanish ( <i>optional</i> )	February 10, 2020 (6-7:30 p.m.)
Weekday after hours application helpline 503-508-3694 (5 p.m.-9 p.m.)	February 5, 12, 19, 26 March 4, 11, 18, 25
Saturday helpline (8 a.m.-Noon)	February 1, 8, 15, 22, 29 March 7, 14, 21, 28
Informational sessions (Dates and locations TBD)	Corvallis  Baker City  Bend  Coos Bay  Klamath Falls  Oregon City  The Dalles
Deadline for Written Questions	March 23, 2020 (5 p.m.)
Final Responses to Written Questions Released	March 27, 2020

Application Closing (Application Due Date & Time)	<b>April 2, 2020 (5 p.m.)</b>
Notice of Intent-to-Award Issued	<b>May 4, 2020</b>
Agreement Execution	<b>By June 1, 2020</b>
Preschool Promise Program Services Commence	<b>September 2020</b>

Pre-Proposal webinar and informational sessions are optional, and will be recorded and posted to the ELD website. Applicants are encouraged to participate. The purpose of the pre-proposal audio conference calls and information sessions is to explain the application requirements and to answer questions regarding the application.

## Program Quality Standards and Expectations

Participation in the Preschool Promise Program includes compliance with required activities that support program quality and continuous quality improvement with the goal of improved child outcomes. Providers applying for Preschool Promise Program funding should be prepared to meet Preschool Promise Program Quality Standards. A provider may sub-contract for program services to ensure program expectations are met. (Exhibit B)

Preschool Promise Program Quality Standards apply to all children within a Preschool Promise Program classroom or all preschool-aged children within a family child care home, regardless of funding source.

For a summarized list of the Preschool Promise Program Quality Standards and Expectations, please refer to Exhibit C.

## Description of Grant Opportunity

The table below represents how many new and existing slots the ELD expects to allocate within each region. The total number of existing and new slots is estimated at 3,800. Existing Preschool Promise Providers are given preference in the application.

### Slot Distribution

Region	Existing	New
Early Learning Multnomah	214	Between 300-400
Blue Mountain EL Hub	0	Between 150-250
Central Oregon Hub	0	Between 150-250
Clackamas Early Learning Hub	28	Between 150-250
Early Learning Hub of Linn, Benton, and Lincoln Counties	0	Between 150-250

Early Learning Hub, Inc.	330	Between 150-250
Early Learning Washington County	182	Between 150-250
Tribal Nations*	35	Between 150-250
Four Rivers Early Learning Hub	0	Between 75-150
Lane Early Learning Alliance	189	Between 75-150
South Coast	0	Between 75-150
South-Central Early Learning Hub	125	Between 75-150
Southern Oregon Early Learning Hub	216	Between 75-150
Yamhill	0	Between 75-150
Eastern Oregon Community Based Services Hub	52	75 or Less
Frontier EL Hub	0	75 or Less
Northwest EL Hub	105	75 or Less
*A separate line item is allocated for the nine federally recognized Tribes located within Oregon. This is the aggregate target across nine tribes. This does not preclude other providers located outside the nine sovereign nations to consult with tribal leadership to serve children from tribes.		



### Program Funding Available

In order to ensure programs have adequate funding to meet all standards, the ELD requires programs to apply for a minimum number of funding opportunities (slots). Programs must apply for the minimum slot allotment to be considered. There is no maximum slot allotment.

Funding will be available for program expenses upon selection, approval and the effective date of the grant agreement in the first year of funding. Subsequent years, based on the availability of funding, will be available July 1, through June 30th.

### Annual Funding Available

Provider Type	Minimum Slot Allotment	Base Funding	With Transportation Enhancements	Base Funding per Each Additional Slot
<b>Registered Family (RF)</b>	4	\$ 48,000	\$ 49,500	\$12,000
<b>Certified Family (CF)</b>	6	\$ 72,000	\$ 74,250	\$12,000
<b>Other</b>	18	\$ 216,000	\$ 222,750	\$12,000
New classrooms will be awarded start-up funds in addition to base funding.				

### Optional Fiscal Agent Partnership

Preschool Promise providers have the option of working with an ELD approved Fiscal Agent who can help the provider manage some of the state and fiscal reporting requirements of the Grant Agreement that will be executed with successful applicants. Providers that choose to work with a Fiscal Agent will receive 2 % less funding to cover the costs associated with those services.

### Annual Funding Available with Fiscal Agent Partnership

Provider Type	Minimum Slot Allotment	Base Funding	With Transportation Enhancements	Base Funding per Each Additional Slot
<b>Registered Family (RF)</b>	4	\$47,040	\$48,540	\$11,760
<b>Certified Family (CF)</b>	6	\$70,560	\$70,935	\$11,760
<b>Other</b>	18	\$211,680	\$212,055	\$11,760
New classrooms will be awarded start-up funds.				

### Rural Registered Family Pilot Project

A limited pilot project for **Rural Registered Family (RF)** care providers is available. This opportunity is for current Preschool Promise Program RF providers, and new RF providers in rural counties, who apply to serve four Preschool Promise Program slots and also serve two (2) infant-toddler aged children. Pilot project RF Providers will receive an additional \$4,500 per slot.

## Budget

The estimated budget allocations to support the Preschool Promise Program Quality Standards are included below. This is meant to support providers in developing a budget for their application.

Preschool Promise Program Budget Categories	% of total proposed Budget
Personnel <ul style="list-style-type: none"> <li>• Lead teacher and teacher assistant (100% of salary)</li> <li>• Administrator (estimated 12% of salary)</li> <li>• Substitutes</li> <li>• Other</li> </ul>	70%
Fringe Benefits <ul style="list-style-type: none"> <li>• Sick, vacation, etc.</li> <li>• Health insurance for lead teacher and teacher assistant, Administrator</li> </ul>	
Professional Development <ul style="list-style-type: none"> <li>• Staff training (individual and required)</li> </ul> <p>Please note: additional coaching and training will be provided by the ELD for all Preschool Promise Program Providers.</p>	2.5%
Supplies and Materials, Equipment, and Professional/Technical Services <ul style="list-style-type: none"> <li>• Educational materials</li> <li>• Child screenings</li> <li>• Program supplies</li> <li>• Equipment</li> <li>• Furniture and fixtures</li> <li>• Family engagement activities</li> <li>• Inclusionary supports</li> <li>• Food (supplemented by USDA CACFP revenue)</li> <li>• Catering/purchased food services</li> <li>• Contracted services</li> </ul>	27.5%
Indirect Costs/Other Contracted Services <ul style="list-style-type: none"> <li>• Rent/lease/mortgage</li> <li>• Utilities (gas, oil, electricity), telephone and internet</li> <li>• Maintenance</li> <li>• Office expense (i.e. payroll costs for Preschool Promise staff)</li> <li>• State required insurance</li> <li>• Other</li> <li>• Administration costs cannot exceed 15%</li> </ul>	



## 2020-2021 Program Activities

The following table describes the activities and schedule required under the Preschool Promise Program.

Task	Activities	Schedule
1	<p>Operate the Preschool Promise Program classroom for:            No less than 5 hours per day and;            No less than 4 days per week and;            No less than 900 direct instructional hours.</p> <p>All applicants must demonstrate their ability and intention to open by this date and operate a full day program.</p>	<p>Start no later than September 30, 2020</p> <p>Evidence: Program Calendar</p>
2	<p>Selected <i>Registered Family (RF)</i> care providers must transition to a <i>Certified Family (CF)</i> care provider designation. A waiver for this requirement may be available on an individual basis.</p>	<p>No later than September 30, 2021 and ongoing from for remainder of grant</p> <p>Evidence: Provider License designation</p>
3	<p>Comply and adhere to the Preschool Promise standards, policies and guidelines.</p>	<p>Immediately after receiving initial grant award and for remainder of funding</p>
4	<p>Meet staffing requirements outlined for Compensation for Preschool Promise Lead Teachers and Teacher Assistants as determined by the ELD (Exhibit D).</p>	<p>No later than September 30, 2020 and ongoing from September through June for remainder of grant</p>
5	<p>Prior to the grant start date, have the capacity and be prepared to meet recruitment requirements outlined above. These include but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Conducting recruitment, including responding to family requests for visits or information about your Preschool Promise program.</li> <li>2. Managing the application process.</li> </ol>	<p>Immediately after receiving initial grant award and for remainder of funding</p>
6	<p>Attend USDA Child and Adult Care Food Program (CACFP) training, enroll and manage program implementation.</p>	<p>Within six months after receiving initial grant award and for remainder of funding</p>

		Evidence: Certificate of completion & participation
7	Programs agree not to collect parent fees for any eligible & enrolled Preschool Promise child/family during Preschool Promise hours.	Immediately upon start of school and ongoing from September through June for remainder of grant
8	Collect and provide the ELD with child and family level data as requested.	Immediately after receiving initial grant award and for remainder of funding
9	Be fully staffed and prepared to participate in required Preschool Promise professional development and technical assistance in the Preschool Promise Program.	September 2020-June 2021, and ongoing for remainder of grant
10	Develop and maintain collaborative relationships with community partners and seek resources as needed to ensure full support of children and families experiencing crisis and to fully include children with disabilities and/or special health care needs.	Immediately upon start of school and ongoing from September through June for remainder of grant
11	Spark participation <a href="http://triwou.org/projects/gris">http://triwou.org/projects/gris</a>	Must be enrolled for participation immediately upon receiving initial grant award and for remainder of funding
12	Collaborate with local schools to facilitate the transition to kindergarten for enrolled children.	Immediately upon start of school and ongoing for remainder of grant
13	Participate in an ongoing monitoring and program evaluation system that is used for continuous program improvement.	Immediately after receiving initial grant award and for remainder of funding

14	Follow Generally Accepted Accounting Practices (GAAP) and comply with all applicable federal, state and local regulations.	Immediately after receiving initial grant award and for remainder of funding
15	Complete equity training approved by the Agency.	No later than 11 months from receiving initial grant award
16	State required Insurance (Exhibit E).	No later than September 4, 2020 and ongoing for remainder of grant

## Application Review and Scoring Process

Applications that are complete and submitted on time, and deemed eligible will be reviewed. **ELD staff will prepare recommendations for the Review Committee** determined by the Early Learning Council and the Early Learning System Director to consider. Applications will be scored based on the applicant's responses and adherence to the application instructions. **All Review Committee meetings and materials will be open to the public.**

Maximum total points available for new Applicants is 225 points. Current Program Year 2019-2020 Preschool Promise Providers will be awarded an additional 50 points, which will be added to their application score for a maximum of 275 points. Current Program Year 2019-2020 Preschool Promise Early Learning Hubs will be awarded an additional 25 points, which will be added to their application score for a maximum of 250 points.

Please refer to Exhibit F to see how application responses will be scored.

## Preschool Promise Provider Application

The ELD is interested in funding programs with a strong history of preschool and educational services and implementation. In the following sections, you will be asked to provide a narrative summary which describes your organization/school's experience in and capacity to provide high quality early childhood education. Be sure to address your school or program's leadership structure and your early childhood philosophy and educational approach. Within each section, please address all of the question characteristics as they relate to your program.

### Section 1: Applicant Information

- Are you an eligible applicant as defined in the Eligible Applicant section: Y/N
- Are you a current Preschool Promise Provider (2019-2020): Y/N
- Are you a current Preschool Promise Early Learning Hub (2019-2020): Y/N
- Do you intend on sub-contracting any Preschool Promise Program services: Y/N
  - Please indicate which services you intend to sub-contract:
    - Transportation
    - Food preparation
    - Janitorial services
    - Book keeping
    - Staff training
    - Teaching services
- Do you want the services of a Fiscal Agent for the execution of this grant? Y/N
- Will you be providing transportation services to Preschool Promise Program children? Y/N

Legal name of applicant agency: "Doing business as" name (if different from legal name):

Federal ID# or Tax ID #:

Address of applicant agency

Street address:

City:

State:

Zip code:

County:

Applicant contact information (Not Scored)

Overall contact person for this application

Name:

Title:

Email:

Phone Number:

Authorized budget contact person for issues and questions about the budget

Name:

Title:

Email:

Phone Number:

Authorized individual to sign contract. Indicate the address where the contract should be sent.

Name:

Title:

Email:

Phone Number:

Mailing Address:

#### Program Structure

Location Information (If applying for multiple locations, complete information for each location)

Site/Program Name:

Site/Program Address:

# Of PSP Classrooms applying for (classroom = RF: 4 Preschool Promise Program Children with 2 Infant Toddler, CF: 6 Preschool Promise Program Children, Other: 18 children)

License #:

Provider Type: (Drop down selection)

Spark Rating:

#### **Section 2: Program Description and Requirements** (Section Maximum points=115)

If you indicated that you intend to sub-contract services, please detail what, how and to whom you intend to sub-contract. If known please include all known/planned processes, and how you intend to implement services.

- 1) **Program Mission and Vision:** Describe your mission and vision for quality preschool programing and equitable outcomes. Include a written statement of philosophy that describes your educational purpose, goals, beliefs and practices of the program.
- 2) **Racial, Cultural and Linguistic Equity:** Describe how your program demonstrates a commitment to racial, cultural and linguistic equity in its priorities and actions, and in its proposal for Preschool Promise.
- 3) **Previous Experience with Preschool-Aged Children:** Discuss your history of serving preschool aged children. Include your history serving children experiencing factors that may affect their development and learning; for example, children experiencing homelessness, children who are low-income, children in foster care, children receiving special education services, etc.

- 4) **Serving Priority Populations:** Discuss how you will support identified focus populations as identified in your community's **Early Care and Education (ECE) Sector Plan**. Please ensure to call out your identified priority populations (Exhibit G).
- 5) **Progress toward Quality:** Preschool Promise Program Providers must be committed to continuous quality improvement. Describe how you will support and/or are already meeting progress toward quality in the following areas:
  - a. Participating in Spark, Oregon's Quality Rating and Improvement System
  - b. Providing a high quality, culturally responsive family engagement environment that supports parents as partners in a child's learning and development
  - c. Providing high quality, culturally responsive curricula, assessments and professional development that are linked to one another and to the state's comprehensive early learning standards
  - d. Providing additional health and child development supports for children and families, such as screening, referrals and coordination with health care providers
- 6) **Inclusion:** Detail the program's inclusion policies and practices. How will provider work with partner agencies to support inclusion, and to reduce or eliminate suspension and expulsion?
- 7) **Family Support Services:** Describe your program's ability to collaborate with partners to help connect children and their families to services. Provide specific examples and include a description of any formal or informal agreements that have been established.
- 8) **Transition:** Describe how transitions will be coordinated for children as they transition between classrooms, and for the children/families who enter and exit the program to and from other early learning programs. Detail the approach/coordination with K-12 on transitioning children to kindergarten.

### **Section 3: Operations** (Section Maximum points=30)

If you indicated that you intend to sub-contract services, please detail what, how and to whom you intend to sub-contract. If known please include all known/planned processes, and how you intend to implement services.

- 1) **Facility Capacity:** Please describe your current readiness and capacity to offer the Preschool Promise Program, including your ability to meet the required

minimum interior and exterior square foot per child requirements (*Refer to Exhibit C*). Applicant may attach documents to demonstrate facility capacity such as floor plans, licensing reports, etc.

- 2) **Classroom Configuration:** Describe the number and configuration of all requested classrooms or of the space within your home and indicate which classrooms/spaces would be new, including if and how you might blend funding (i.e. classrooms with Preschool Promise Program children and children funded by another source). In your response, include your proposed operating hours (days of the week, hours in the day, and start and finish of school year).

**Section 4: Staffing** (Section Maximum points=45)

If you indicated that you intend to sub-contract services, please detail what, how and to whom you intend to sub-contract. If known please include all known/planned processes, and how you intend to implement services.

- 1) **Professional Development:** Describe your commitment and plan to support staff professional development and educational attainment to meet the requirements outlined in the Preschool Promise Program Staff Qualifications (*Exhibit D*).
- 2) **Compensation:** Describe your commitment and plan to support Compensation Guidelines (*Exhibit D*). If applicable, include any barriers you anticipate in meeting the Compensation Guidelines.
- 3) **Staffing Model:** Describe the program's staffing model and capacity to support Preschool Promise.
- 4) **Staffing Table:** Using the table format outlined below to identify positions of all full-time and part-time staff to be funded by the Preschool Promise Program grant.

Position Title	FTE	Name of Staff (N/A if position to be hired)	List Relevant Credentials, Education level, or Oregon Registry On-line step level

- 5) **Job Descriptions:** Include as an attachment detailed job descriptions for all positions that are identified in the table above (currently filled and those that need to be filled).



- 6) **Timeline:** Describe your process and timeline for hiring.

**Section 5: Financial Sustainability & Business Acumen** (Section Maximum points=10)

If you indicated that you intend to sub-contract services, please detail what, how and to whom you intend to sub-contract. If known please include all known/planned processes, and how you intend to implement services.

- 1) **Financial Viability:** Provide evidence of the program's financial health or viability, which should include copies of financial reports that demonstrates fiscal solvency and long-term sustainability (example: profit/loss statement, expenditure report, cash flow statement, recent audits, etc.).

**Section 6: Budget and Allocation Proposal** (Section Maximum points=25)

If you indicated that you intend to sub-contract services, please detail what, how and to whom you intend to sub-contract. If known please include all known/planned processes, and how you intend to implement services. (Refer to page 7 for available classroom and slot funding amounts. Refer to page 8 for budget allocation guidance.)

- 1) **Budget Proposal:** Applicants should prepare a preliminary budget proposal based on the agency's anticipated costs to operate a Preschool Promise Program classroom in the cost categories outlined above, using Appendix A.

*Please note that funds may only be used to cover the costs to operate the Preschool Promise Program classroom(s). While this can include an appropriate allocation of shared expenses such as facilities costs and administrative costs, programs may not use Preschool Promise Program funds to cover costs that are not directly related to the Preschool Promise Program classroom. If the applicant does not anticipate costs in particular cost categories, that section of the budget should reflect zero cost.*

- 2) **Budget Narrative:** For each cost category indicated in your proposed budget, provide an explanation of how Preschool Promise Program funds and any other local or federal funds will be used; include a rationale for how the funds are reasonable and sufficient to achieve Preschool Promise Program outcomes. For cost categories that exceed the State's estimated percentages, a detailed justification must be provided; clearly explaining the need for those costs and describing the positive impact that these additional costs will have in supporting improved children's learning and development.

- 3) **Blended or Leveraged Funding Sources:** Identify potential opportunities to use existing dollars or resources to support the Preschool Promise Program. For example, does your program have existing grants? Will you utilize Early Childhood Special Education (ECSE) dollars to support children within your classroom? Will you use ERDC subsidies to support wraparound care? Describe how this alignment supports your program's overall strategic plan.

## Appendix A – Preschool Promise Program Budget Template

Refer to page 7 for available classroom and slot funding amounts. Refer to page 8 for budget allocation guidance.

### Personnel

Position	FTE	Salary	Fringe Benefits
Administrator			
Lead Teacher			
Teacher Assistant			
Substitutes			
Other			
<b>TOTAL</b>		\$	\$

### Non-Personnel

Category	Item Description	Total \$
Professional Development & Training (minimum of 2.5% overall budget )		
Educational Materials		
Child Screenings & Assessments		
Inclusionary Supports		
Family Engagement Activities		
Food and Food Preparation, Supplies		
Program Supplies		
Education & Office Equipment		
Furniture And Fixtures		
Subscriptions And Dues		
Utilities (Gas, Oil, Electricity)		
Building Rent/Lease/Mortgage		
Telephone/Internet Services		
Building Maintenance		
Office Expense (i.e. Payroll Costs For Preschool Promise Staff)		
State Required Insurance		
Advertising		
Printing And Copying		
Contracted Services		
Other		
<b>TOTAL</b> Administration costs cannot exceed 15%		\$

**Transportation**

Category	Item Description	Total \$
Child Transportation		
<b>TOTAL</b>		\$

  

<b>TOTAL</b>		\$
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**Sub-Contracting**

Sub-Contractor	Services Provided	Total \$
<b>TOTAL</b>		\$

## Exhibit A – Early Learning Regions Map



### Early Learning Regions by Hub & County

- Blue Mountain Early Learning Hub: Umatilla, Morrow and Union counties
- Clackamas Early Learning Hub: Clackamas County
- Early Learning Hub of Central Oregon: Deschutes, Jefferson and Crook counties
- Early Learning of Linn, Benton & Lincoln Counties: Linn, Benton and Lincoln counties
- Early Learning Multnomah: Multnomah County
- Early Learning Washington County: Washington County
- Eastern Oregon Community Based Services Hub: Malheur, Baker and Wallowa counties
- Four Rivers Early Learning Hub: Hood River, Wasco, Sherman, Gilliam and Wheeler counties
- Frontier Early Learning Hub: Grant and Harney counties
- Lane Early Learning Alliance: Lane County
- Marion & Polk Early Learning Hub, Inc.: Marion and Polk counties
- Northwest Early Learning Hub: Tillamook, Columbia and Clatsop counties
- South-Central Oregon Early Learning Hub: Douglas, Lake and Klamath counties
- South Coast Regional Early Learning Hub: Coos and Curry counties
- Southern Oregon Early Learning Services: Jackson and Josephine counties
- Yamhill Early Learning Hub: Yamhill county

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## Exhibit B – Sub-Contracting



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**Subcontracting and Preschool Promise:** Providers may subcontract for certain services (based on proposed rules for the program). These include: transportation, food preparation, janitorial services, book keeping, staff training, or teaching services. Providers may not subcontract the totality of their program and all subcontracts will need to be approved by ELD prior to use of Preschool Promise funds.

If known at the time of application, all subcontracts and subcontractors should be referenced within the program's Preschool Promise application. Subcontracting may happen after a program is awarded, if needed. For example, providers within a region may want to coordinate after they are awarded to identify a subcontract for services they plan to share with other providers.

ELD will consider the provider the operator of the Preschool Promise Program. This means that families and children will enroll with the grantee and all monitoring and support services as part of Preschool Promise will be pertain to the grantee.

**Examples:** The following examples are provided to support an understanding of subcontracting, not to promote an approach or provide an exhaustive list of possibilities.



### Program A

*"Program A" receives a grant for 72 Preschool Promise slots. They subcontract for delivery of breakfast and lunch services, since they do not have a kitchen with the capacity to feed children.*



### Program B

*"Program B" receives a grant for 72 Preschool Promise slots. They subcontract for teaching services for 3 classrooms across 3 different centers, but retain one classroom and employ an education coordinator to work in all four programs to supervise the Preschool Promise teachers.*



### Program C

*"Program C" receives a grant for 72 Preschool Promise slots. They subcontract for delivery of teaching services for all 72 slots to 2 different elementary schools, but provide those schools with teacher training services and developmental screening services.*

Updated: January 26, 2020

## Exhibit C – Preschool Promise Program Quality Standards and Expectations (Summarized)

### **Program Mission and Vision**

Providers must be guided by a mission, and have a vision for quality and equitable outcomes, including 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 NAEYC professional code of conduct (<https://www.naeyc.org/resources/position-statements/ethical-conduct>).

### **Continuous Quality Improvement**

Providers must implement a continuous quality improvement system focused on effectively implementing Preschool Promise Program Quality Standards and ensuring positive outcomes for all children (through the collaboration of teachers, leaders, and families).

### **CLASS™ Participation**

Providers are required to participate in any ELD funded evaluation of the Preschool Promise Program including but not limited to CLASS™ observations and Early Childhood Environment Rating Scale. This includes providing information to evaluators as requested, ensuring staff are available to meet with and respond to evaluators' requests.

### **Program Schedule and Hours**

All Providers must offer the Preschool Promise program for a minimum of 900 direct service hours per Program Year. Parent/Teacher Conferences, in-service or training days, teacher planning time, and transportation time is not to be included in the 900 hours of direct services. The Program Year is July 1 to June 30.

### **Spark Participation**

Providers must participate in Spark, Oregon's Quality Rating and Improvement System. Programs not presently participating in Spark must enroll for participation immediately receiving their initial grant award. <http://triwou.org/projects/spark>

### **Staff Qualifications and Compensation**

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

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

Compensation for Preschool Promise Lead Teachers and Teacher Assistants must meet the salary guideline adopted by the Early Learning Council.

### **Participation in Professional Development/Technical Assistance**

Providers must ensure all teaching staff and leaders engage in ongoing professional learning experiences that include collaborative, job-embedded strategies, such as coaching, mentoring, and peer learning groups to develop professional competencies, strengthen



program quality, and improve child outcomes. A minimum of 20 hours of professional development is required. Budgets should include adequate substitute coverage in order to meet this requirement.

Preschool Promise Program staff must attend and participate in state approved professional development and technical assistance activities as deemed necessary and appropriate by the ELD.

### **Curriculum**

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

All curriculum models must build on students' interests, explore topics that are relevant to the school community, embraces students' home culture, meets the needs of linguistically diverse learners, and are designed to provide specialized and individualized instruction for children with a disability.

### **Social and Emotional Learning**

All instruction and adult-child interactions within the Preschool Promise Programs should be supportive of children's social and emotional needs. The classroom climate should be safe, respectful, welcoming, and promote positive peer relationships and self-confidence. All Preschool Promise classroom staff are expected to consistently model expected learning and behavioral skills for students, promoting classroom management practices that are positive and supportive, helping children develop and manage appropriate behavior and social skills.

### **Inclusionary Practices**

All Preschool Promise Program classrooms and instructional strategies are grounded in knowledge of child development and the sequences through which children learn new concepts and skills. The Preschool Promise Program classroom environment must be inclusive of all children, regardless of ability, family composition, culture, language or family income.

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.

Providers offering the Preschool Promise Program are required to make reasonable accommodations for children identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA). Preschool Promise Program staff must assure that a child's Individualized Family Support Plan (IFSP) goals and

accommodations, modifications, and supplementary supports are fully integrated into all planned learning activities for children with disabilities.

### **Developmental Assessment**

Providers must conduct ongoing developmental assessments of each child to identify strengths, needs, interests, and progress to inform curriculum planning and instruction and other programmatic decisions.

Providers are recommended to use Teaching Strategies Gold, which is paid for and supported by the Early Learning Division. Providers will be required to conduct ongoing progress monitoring and an analysis of student work and observations continuously throughout the year. TSG checkpoints are identified three times a year at fall, winter and spring dates. Child assessment data must be shared with families during conferences. Child assessment data will also be submitted to the ELD regularly and as requested.

All providers must have an assessment plan, which outlines how the assessment process is supported and utilized within the classrooms, when teachers have time for reviewing, entering and reflecting on assessment data and how programs support the instructional cycle. Preschool Promise requires ongoing documentation from programs explaining their analysis and use of data for curriculum planning.

### **Developmental Screening**

Providers must ensure each child receives a developmental screening, with parent consent and partnership, to identify potential concerns regarding a child's language, cognitive, motor, social, emotional, and behavioral skills within 45 calendar days of when the child first attends the program.

### **Family Engagement and Parent Voice**

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

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

### **Partnering with Families**

The provider must provide opportunities for parents to have meetings with teachers where the family is most comfortable, in order to share knowledge about the child's development, personality and learning style and develop a partnership that supports the child's learning and development. Grantees are required to host an orientation for families occurring within 30

days of the commencement of the child's enrollment and prior to the individual parent teacher conference.

### **Family Support Services**

The program must strive to connect families to community resources and services that address their stated needs in a culturally and linguistically responsive manner. These services may include health and child development supports for children and families, such as screening, referrals, and coordination with health care providers and others. Programs must have a mechanism for helping families assess any potential needs and for making referrals.

### **Transition Supports**

The program strives to ensure families of enrolled children are supported during transitions to other early learning settings, including kindergarten.

### **Health and Family Community Supports**

The provider must ensure that enrolled children are up-to-date with basic medical and oral health care screenings and preventative care and identify children that have health and nutritional needs that may require additional support or follow-up.

Providers must strive to connect families to community resources and services that address their stated needs in a culturally and linguistically responsive manner.

### **Class Size and Teacher-child Ratio**

Maximum class size of 18 with an adult to child ratio of 9:1. An exception to class size may be requested of the ELD for special circumstances. Providers 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.

### **Facilities and Classroom Space**

Providers must identify and maintain program facilities and classrooms that meet age appropriate Health and Safety standards, including all spaces that children use.

Classroom space should meet a minimum of 35 square feet of usable space per child and 75 square feet of usable space per child for exterior space.

### **Transportation**

Preschool Promise Program Providers are not required to provide transportation services. However, when they do provide those services, they must comply with key regulations.

**Recruitment**

Recruitment efforts are to begin immediately following award notification. Selected Preschool Promise providers will begin implementation of their recruitment plan, in partnership with their local Early Learning Hub. Providers will ensure that outreach and recruitment will focus on children of families who are at or below 200% of the Federal Poverty Guidelines, children with developmental delays and disabilities, dual language learners, children in the Foster Care system, children experiencing homelessness, and children identified as priority within the Statewide Sector Plan system.

**Criminal Background Checks**

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

**Recordkeeping and Attendance**

Providers will maintain student and financial records in a secure location to ensure confidentiality and prevent unauthorized access. Providers 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 Provider's program office or classroom site.

**Anti-discrimination**

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

**Quality Assurance Site Visits**

At the discretion of the ELD, ELD staff or an independent third-party contractor can conduct site visits to monitor program quality and compliance with Preschool Promise Program Statutes, Rules, Preschool Promise Quality Standards and Provider Guidance Handbook through announced and unannounced visits with little or no notice. Providers are required to cooperate with monitoring staff and/or contractors and make available for review all records related to the Preschool Promise Program.

**Good Standing Requirements**

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

Provider's Preschool Promise Program services must also satisfy the requirements the Preschool Promise Program Quality Standards and must be a participant of the Spark program.

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

### **Fiscal Reporting**

Providers are required to submit funding and expenditure information for purposes of verifying Providers' fiscal viability and to show that Preschool Promise Program funds were spent as intended and in acceptable expenditure categories. The ELD has the right to examine and review any and all of the Provider's records, documents, accounting procedures, practices relating to the Preschool Promise Program.

### **Program Reporting and Data Sharing**

Providers are required to submit monthly, quarterly and end of the year reports to the ELD using the tool(s) provided by the ELD, including, but not limited to: student records of children enrolled in the Preschool Promise Program; applications; Parent Consent Forms; Child Enrollment Forms; registers; and attendance and enrollment records.

### **Preschool Promise Program Funding**

Preschool Promise Program grants are legally binding agreements between Providers and the ELD. Providers are expected to deliver preschool services according to defined programmatic and fiscal expectations.

Providers may expend funds provided for Preschool Promise Program solely on the operation and delivery of Preschool Promise Program services, and in accordance with the Provider's annual budget.

A Preschool Promise Provider may engage one or more subcontractors to provide one or more services in connection with the preschool offered by the provider, including but not limited to services such as transportation, food preparation, janitorial services, book-keeping, staff training, or teaching. The Division may require in its grant agreement that any subcontractors hired by the provider or subcontracts entered into by the provider are subject to review and approval by the Division. A provider may not subcontract the performance of its entire preschool operations to another entity, nor may the provider negate or transfer its obligation under a grant agreement with the Division to provide the preschool program described in the grant agreement.

### **Waiver Process**

A Provider may request a waiver from specific Preschool Promise Quality Standards of the ELD. If granted, the waiver is only valid for one Program Year.

## Exhibit D – Preschool Promise Program Staff Qualifications and Salary Guidelines

**Staff Qualifications:** There are multiple pathways to become a highly qualified lead preschool teacher. The following describe the Preschool Promise staff qualifications:

- 1) At least a bachelor's degree in: (A) Early childhood education or a field related to early childhood education; or (B) 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; **or**
- 2) 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**
- 3) Child Development Associate (CDA) Preschool Credential, or step level 8 as determined by the Oregon Registry Online (ORO).

**Salary Guidelines:** The Lead Teacher Salary guidelines below will be updated prior to finalized grant agreements to include teaching assistants and cover all regions of the state.

The table below was adopted in 2016 by the Early Learning Council, and is included as reference to assist in budget planning.

Early Learning Hub	BA Target Step 10	BA Minimum Step 10	AA Target Step 9	AA Minimum Step 9	CDA Target Step 7	CDA Minimum Step 7
Eastern	\$48,174	\$33,722	\$40,948	\$28,904	\$31,313	\$24,087
South-Central	\$53,773	\$40,441	\$45,707	\$32,264	\$34,952	\$26,887
NW Regional	\$54,272	\$37,990	\$46,131	\$32,563	\$35,277	\$27,136
Lane	\$57,680	\$40,376	\$49,028	\$34,608	\$37,492	\$28,840
Marion- Polk	\$59,398	\$41,579	\$50,488	\$35,639	\$38,609	\$29,699
Southern	\$59,961	\$41,973	\$50,967	\$35,977	\$38,975	\$29,981
Clackamas	\$60,365	\$42,256	\$51,310	\$36,219	\$39,237	\$30,182
Washington	\$62,143	\$43,500	\$52,822	\$37,286	\$40,393	\$31,072
Multnomah	\$63,272	\$44,290	\$53,781	\$37,963	\$41,127	\$31,636

## Exhibit E – Preschool Promise Program Insurance Requirements

PRESCHOOL PROMISE, BABY PROMISE, OREGON PREKINDERGARTEN (OPK), RELIEF NURSERIES	
Workers Comp	As Defined by ORS 656.027
Commercial General Liability	\$1,000,000 (Per Occurrence) \$2,000,000 (Annual Aggregate)
Automobile Liability	Non Transporting 1,000,000 Combined Single Limit <input type="checkbox"/> Commercial Insurance with Non-owned Auto Additional Insured Required <input type="checkbox"/> Personal Insurance with Business Endorsement with Non-owned Auto on General Liability with Additional Insured Requirement Waived Transporting 1-9 Children 2,000,000 Combined Single Limit Transporting 10 + Children 5,000,000 Combined Single Limit
Professional Liability	\$1,000,000 (Per Occurrence) \$2,000,000 (Annual Aggregate)
Physical Abuse & Sexual Molestation	\$1,000,000 (Per Occurrence) \$2,000,000 (Annual Aggregate)
Network Security & Privacy Liability	\$1,000,000 (Per Claim)
Director's & Officers Coverage	Non-Profits Only 1,000,000 Combined Single Limit



## Exhibit F – Scoring Table

Applications will be scored based on the Applicant’s ability to provide responses that address the questions. Reviewers are instructed to weigh the different criteria as outlined below, and will score an application as presented in its entirety, and may not modify their scores on the assumption that a portion of the work proposed will be deleted or modified according to the ELD’s recommendations.

Maximum total points available for new Applicants is 225 points. Current Program Year 2019-2020 Preschool Promise Providers will be awarded an additional 50 points, which will be added to their application score for a maximum of 275 points. Current Program Year 2019-2020 Preschool Promise Early Learning Hubs will be awarded an additional 25 points, which will be added to their application score for a maximum of 250 points.

The following table describes the scoring process used to score the questions in the application.

<b>Section 1: Applicant Information</b>	<b>Section Maximum points=50</b>
1) Current Preschool Promise Providers (2019-2020) (Maximum points=50)  2) Current Preschool Promise Early Learning Hub (2019-2020) (Maximum points=25)	1) Provider (0-50 points)  2) Preschool Promise Early Learning Hub (0-25 points)
<b>Section 2: Program Description and Requirements</b>	<b>Section Maximum points=125</b>
1) Program Mission and Vision (Maximum points=20)	1) The applicant’s mission and vision statement: <ol style="list-style-type: none"> <li>Includes statements around values and beliefs about early care and education and families (0-5 points)</li> <li>Includes statements around the values and beliefs related to equity and outcomes for children (0-5 points)</li> </ol> 2) The applicant’s statement of philosophy: <ol style="list-style-type: none"> <li>Includes language about each element: the purpose of the program, the program’s goals, the beliefs, and the practices of the program (0-5 points)</li> <li>Includes statements about the way the program teaches children and involves families and why it chooses to teach or operate that way (0-5 points)</li> </ol>

<p>2) Racial, Cultural and Linguistic Equity (Maximum points=10)</p>	<p>1) The applicant addresses how the program defines equity and how this incorporates all three elements referenced in the question: racial, cultural, and linguistic equity (0-5 points)</p> <p>2) The applicant describes an approach to equity that demonstrates how the approach is seen within the program and classroom. This could include family engagement efforts, curriculum and assessment choices, how staff are hired, etc., but should reference concrete action (0-5 points).</p>
<p>3) Previous Experience with Preschool-Aged children (Maximum points=5)</p>	<p>1) The applicant demonstrates a history of serving preschool aged children (0-5 points)</p>
<p>4) Serving Priority Populations (Maximum points=10)</p>	<p>1) The applicant describes a reasonable plan that would support the priority populations named in their region's Early Care and Education Sector Plan (0-5 points)</p> <p>2) The applicant describes experience serving priority populations named in their region's Early Care and Education Sector Plan (0-5 points)</p>
<p>5) Progress toward Quality (Maximum points=40)</p>	<p>1) The applicant verifies they are participating in Spark, has a pending application for Spark, or commits to enrolling in Spark (0-5 point)</p> <p>2) The applicant describes participation in other preschool quality initiatives, such as preschool-focused professional development, Focused Child Care Network participation, or other programs or efforts focused on improving the quality of preschool classrooms (0-5 points)</p> <p>3) The applicant provides examples of written policies or practices related to family engagement (0-5 points)</p> <p>4) The applicant provides examples of ways families are currently engaged in their</p>

	<p>program or ways they would be engaged, such as in the program/classroom with children and how they will keep families up-to-date on their children's progress (0-5 points)</p> <p>5) The applicant speaks to their current or planned curriculum and assessment practices (0-5 points)</p> <p>6) The applicant speaks to how they chose or will choose curricula and assessments and how they will make sure they are culturally or linguistically responsive (0-5 points)</p> <p>7) The applicant describes how it will provide screenings to young children, such as the Ages and Stages Questionnaire (ASQ) or how it will partner with organizations like doctor's offices to receive this information (0-5 points)</p> <p>8) The applicant indicates how it will make referrals to or connect families and children with needed additional services, such as partnerships with health clinics, work with local referral entities, like Help Me Grow or Pollywog, etc. (0-5 points)</p>
6) Inclusion (Maximum points=10)	<p>1) The applicant describes policies and practices that show children with developmental delays and disabilities are supported to participate in all activities within the program, regardless of ability. The applicant talks about how this currently works in their program and may provide examples of how they have included children to date. (0-5 points)</p> <p>2) The applicant's answer demonstrates knowledge of existing mental health agencies, Early Childhood Special Education programs, and other community partners within their area. The applicant speaks to previous experience in making sure all children are included, including referencing examples of how they</p>

	have addressed issues within their program to ensure children are not suspended or expelled. (0-5 points)
7) Family Support Services (Maximum points=10)	<ol style="list-style-type: none"> <li>1) The applicant describes current partnerships with community partners to connect families to services (0-5 points)</li> <li>2) The applicant provides examples of agreements established to support families and children in attaining additional services (0-5 points)</li> </ol>
8) Transition (Maximum points=10)	<ol style="list-style-type: none"> <li>1) The applicant describes its approach to transition planning – including when planning begins, how families are involved, how the elementary school is involved, and what transition activities look like (0-5 points)</li> <li>2) The applicant describes provides examples of partnerships with local elementary schools or, when these occur in the same building, how preschool and kindergarten educators collaborate on transitions (0-5 points)</li> </ol>
<b>Section 3: Operations</b>	<b>Section Maximum points=30</b>
1) Facility Capacity (Maximum points=15)	<ol style="list-style-type: none"> <li>1) The applicant describes how they will maintain program facilities and classrooms that meet age appropriate Health and Safety standards, including all spaces that children use. (0-5 points)</li> <li>2) The applicant describes how classroom space meets the minimum of 35 square feet of usable space per child and 75 square feet of usable space per child for exterior space. (0-5 points)</li> <li>3) The applicant includes information in the form of floor plans, licensing reports, or other forms of evidence to demonstrate minimum interior and</li> </ol>

	exterior square foot requirements (0-5 points)
2) Classroom Configuration (Maximum points=15)	<ol style="list-style-type: none"> <li>1) Applicant provides correct number of classrooms requested or indicates which slots within their family child care program would be allocated to Preschool Promise (0-5 points)</li> <li>2) The applicants indicates whether Preschool Promise slots will be placed into a classroom or program with children funded by other sources (private tuition/pay, Early Childhood Special Education, Oregon Prekindergarten/Head Start, School District-funded slots) (0-5 points)</li> <li>3) The applicant proposes placing Preschool Promise slots into a classroom or program with multiple funding sources (0-5 points)</li> </ol>
<b>Section 4: Staffing</b>	<b>Section Maximum points=45</b>
1) Professional Development (Maximum points=10)	<ol style="list-style-type: none"> <li>1) The applicant describes how it will or currently supports staff in completing a professional development plan (0-5 points)</li> <li>2) The applicant describes an approach to how it will spend its individual professional development dollars to ensure teachers have the knowledge and skills to deliver Preschool Promise and/or how they will support teachers to attain degrees, if applicable (0-5 points)</li> </ol>
2) Compensation (Maximum points=10)	<ol style="list-style-type: none"> <li>1) The applicant expresses a positive commitment to support compensation requirements (0-5 points)</li> <li>2) The applicant describes how compensation requirements are already met or will be met by the program and addresses any potential barriers if applicable. (0-5 points)</li> </ol>
3) Staffing Model (Maximum points=5)	<ol style="list-style-type: none"> <li>1) The applicant includes information about the program administration</li> </ol>

	<p>and references a staffing model and capacity that shows the program has (0-5 points):</p> <ol style="list-style-type: none"> <li>Capacity to complete data reporting</li> <li>Capacity to complete financial reporting</li> <li>Teaching staff that can implement the Preschool Promise program</li> <li>Administrative capacity to support direct service staff and provide oversight of the implementation of quality programing.</li> </ol>
4) Staffing Table (Maximum points=10)	<ol style="list-style-type: none"> <li>The applicant provides all information requested (0-5 points)</li> <li>The applicant lists staff and a percentage of full time employment that is reasonable to implement the Preschool Promise program. This includes not listing too many staff or too little FTE to ensure the program is implemented and not listing too many staff or more FTE than is needed to implement the program. (0-5 points)</li> </ol>
5) Job Descriptions (Maximum points=5)	<ol style="list-style-type: none"> <li>The attached job descriptions describe qualifications for supervisory staff and teaching staff that meet Preschool Promise standards as noted in Exhibit C and duties for each position will lead to successful implementation of the Preschool Promise program (0-5 points)</li> </ol>
6) Timeline (Maximum points=5)	<ol style="list-style-type: none"> <li>The applicant provides a reasonable timeline for hiring that will result in robust recruitment and key staff beginning prior to service delivery (0-5 points)</li> </ol>
<b>Section 5: Financial Sustainability &amp; Business Acumen</b>	<b>Section Maximum points=10</b>
1) Financial viability (Maximum points=10)	<ol style="list-style-type: none"> <li>The applicant demonstrates a history of financial health and viability by providing</li> </ol>

	<p>appropriate documentation such as a profit/loss statement, expenditure report, cash flow statement, recent audits. (0-5 points)</p> <p>2) The narrative includes information on number of years in operation and identifies fiscal controls that are in place that demonstrate applicant's business acumen and experience. (0-5 points)</p>
<b>Section 6: Budget and Allocation Proposal</b>	<b>Section Maximum points=25</b>
1) Budget Proposal (Maximum points=5)	1) The applicant should fill out the budget template completely. (0-5 points)
2) Budget Narrative (Maximum points=5)	1) The applicant describes how the categorical costs are derived and describe the necessity, reasonableness, and allocation of the proposed costs. The budget narrative should demonstrate connection to program model and implementation plan described in the application. (0-5 points)
3) Blended or Leveraged Funding Sources (Maximum points=15)	<p>1) The applicant expresses a positive commitment to blending or leveraging funding sources. (0-5 points)</p> <p>2) The applicant describes an existing blended or leveraged model and the ability to sustain and/or replicate the model. (0-5 points)</p> <p>2) The applicant describes a reasonable approach and timeline to potentially use other funds to blend or be leveraged to support program quality and align with identified priority population needs and preferences. (0-5 points)</p>



Blue Mountain Early Learning Hub

<https://bluemountaineearlylearninghub.org>

Backbone Organization: Intermountain Education Service District  
Serving Morrow, Umatilla and Union Counties

Priority Populations	Geographic Regions	Family Preferences
Children and families living at or below 200% of FPL	<ul style="list-style-type: none"><li>Milton-Freewater</li><li>Echo</li><li>Pilot Rock</li><li>Hermiston (within Sunset Elementary School boundaries)</li><li>North Union County</li></ul>	<ol style="list-style-type: none"><li>Quality of childcare provider and facility: Parents prefer that early learning providers are experienced and well trained and that the facility is safe and clean.</li><li>Affordability: Many families, even those who qualify for Head Start, can’t afford adequate childcare. Those who do not qualify for free preschool have the added challenge of finding affordable preschool.</li><li>Location and transportation: Families indicated that it is a high priority to have childcare near their home. When children are in free preschool, transportation to childcare can be a barrier.</li></ol>
Children who are learning English as their second language	<ul style="list-style-type: none"><li>Milton-Freewater</li><li>Hermiston</li><li>Boardman</li><li>Umatilla and Morrow Counties</li></ul>	<ol style="list-style-type: none"><li>Limited English families expressed that safety and cleanliness of family childcare homes and licensed centers is their number one priority.</li><li>Affordability: Many families, even those who qualify for Head Start, can’t afford adequate childcare. Those who do not qualify for free preschool, have the added challenge of finding affordable preschool.</li><li>Location and transportation: Families indicated that it is a high priority to have childcare near their home. When children are in free preschool, transportation to childcare can be a barrier.</li></ol> <p>Many of the families in this priority population work in agriculture and need not only affordable care but also extended hours to align with their jobs.</p>
Children with developmental delays and disabilities	<ul style="list-style-type: none"><li>Children with disabilities also in other priority populations are first priority.</li><li>Milton-Freewater</li><li>Hermiston</li><li>Boardman</li></ul>	<ol style="list-style-type: none"><li>Quality of childcare provider and facility: Parents prefer that early learning providers are experienced and well trained (specifically in understanding the needs of children with developmental delays and disabilities) and that the facility is safe and clean.</li><li>Affordability: Many families, even those who qualify for Head Start, can’t afford adequate childcare. Those who do not qualify for free preschool, have the added challenge of finding affordable preschool.</li><li>Location and transportation: Families indicated that it is a high priority to have childcare near their home. When children are in free preschool, transportation to childcare can be a barrier.</li></ol>
Children who identify as Native American	<ul style="list-style-type: none"><li>Confederated Tribes of the Umatilla Indian Reservation</li><li>Mission</li><li>Pendleton</li></ul>	<ol style="list-style-type: none"><li>Quality of childcare provider and facility: Parents prefer that early learning providers are experienced and well trained and that the facility is safe and clean.</li><li>Location and transportation: Families indicated that it is a high priority to have childcare near their home. When children are in free preschool, transportation to childcare can be a barrier.</li><li>Affordability: Many families, even those who qualify for Head Start, can’t afford adequate childcare. Those who do not qualify for free preschool, have the added challenge of finding affordable preschool.</li></ol>

Early Learning Hub of Central Oregon

<https://earlylearninghubco.org>

Backbone Organization: High Desert Education Service District  
Serving Crook, Deschutes and Jefferson Counties

Priority Populations	Geographic Regions	Family Preferences
Children at economic disadvantage and experiencing gaps in access to school readiness services and supports where current services are available to less than 50% of the eligible population.	<ul style="list-style-type: none"><li>&lt;100% FPL: Sisters, Crook County, Redmond, Bend, La Pine/Sunriver</li><li>100-200% FPL: Crook, Deschutes, Jefferson Counties, Warm Springs</li></ul>	<ol style="list-style-type: none"><li>Healthy meals and/or snacks provided.</li><li>A clean, comfortable and friendly space.</li><li>Number of children in program.</li></ol> <p>Additional Considerations: Qualified and caring staff; ratio of staff to children/low number of children; reputation of the program/word of mouth referrals; mix of education and opportunity for play; duration of care needed: 69% full time/school day care, 19% part time care, 4% needing evening and/or weekend care.</p>
Children who are emerging bilingual speakers without access to quality care and education with cultural and linguistic supports.	<ul style="list-style-type: none"><li>Prineville</li><li>Culver</li><li>Sisters</li><li>Madras</li><li>Bend</li><li>Redmond</li></ul>	<ol style="list-style-type: none"><li>Healthy meals and/or snacks provided.</li><li>Number of children in the program.</li><li>A clean, comfortable and friendly space.</li></ol> <p>Additional Considerations: Providers are trustworthy and have a good reputation; bilingual/Spanish speaking; culture similar to family; educational/learning environment; duration of care needed: 71% full time/school day care, 24% part time care, 3% needing evening and/or weekend care.</p>
Children experiencing social complexity and trauma.	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>Healthy meals and/or snacks provided.</li><li>A clean, comfortable and friendly space.</li><li>Number of children in the program.</li></ol> <p>Additional Considerations: Access to programs serving siblings of different ages; stable and consistent providers and program structure; providing a sense of safety; support for children who have experienced trauma, or are exhibiting a social delay (example: toilet training, socialization with peers, need for quiet space, etc.)</p>
Children experiencing developmental delay and/or health complexity.	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>Healthy meals and/or snacks provided.</li><li>A clean, comfortable and friendly space.</li><li>Number of children in the program.</li></ol> <p>Additional Considerations: Provider skill and ability to meet the needs of medically complex children; experience, training, and support to work with children with autism; ability to work with children with physical disabilities; providers to support inclusion with typically developing peer groups. 76.5% of EI/ECSE parents report interest in increased preschool time, with majority stressing up to half-time.</p>
Children identifying as Native American without access to culturally specific programming including native language and indigenous history supports.	<ul style="list-style-type: none"><li>Warm Springs and broader Central Oregon area</li></ul>	<ol style="list-style-type: none"><li>Healthy meals and/or snacks provided.</li><li>Regular communication with families.</li><li>A clean, comfortable and friendly space.</li></ol> <p>Additional Considerations: Teachers to know the family’s culture, include culture and language in curriculum; program reputation; staff are trustworthy and screened for safety; transportation options needed; duration of care needed: 71% full time/school day care, 10% reporting need for evening and/or weekend care.</p>

Clackamas Early Learning Hub

<https://earlylearninghubofclackamascounty.org/>

Backbone Organization: Clackamas County Child, Families and Youth Division  
Serving Clackamas County

Priority Populations	Geographic Regions	Family Preferences
Children who are Black/ African American	<ul style="list-style-type: none"><li>Milwaukie</li><li>Clackamas County</li></ul>	<ol style="list-style-type: none"><li>Programs and services meet my child’s developmental needs.</li><li>People who care for and teach my children have experience and training.</li><li>Flexible hours of operation in a nearby and/or easy to get to location.</li><li>People who care for and teach my children reflect my family's culture and values.</li></ol> <p>Additional Considerations: Affordable; parent involvement is encouraged; transportation; programs and service prepare children for kindergarten.</p>
Children who are Latinx	<ul style="list-style-type: none"><li>Milwaukie</li><li>Molalla</li><li>Canby</li><li>Sandy</li></ul>	<ol style="list-style-type: none"><li>Programs and services meet my child’s developmental needs.</li><li>Location is nearby and/or easy to get to.</li><li>People who care for and teach my children reflect my family's culture and values.</li></ol> <p>Additional Considerations: Affordable; services in home language; parent involvement is encouraged; programs and services prepare children for kindergarten; extended day; flexible hours.</p>
Children with Limited English Proficiency	<ul style="list-style-type: none"><li>North Clackamas – Milwaukie</li><li>Molalla</li><li>Canby</li><li>Sandy</li></ul>	<ol style="list-style-type: none"><li>Programs and services meet my child’s developmental need.</li><li>Affordable, meets my family’s budget.</li><li>Location is nearby and/or easy to get to.</li></ol> <p>Additional Considerations: People who care for and teach children have experience and training and reflect my family's culture and values; service in home language; extended days; flexible hours; programs and services prepare child for kindergarten.</p>
Children Birth to Two	<ul style="list-style-type: none"><li>Molalla</li><li>Sandy</li></ul>	<ol style="list-style-type: none"><li>Children’s safety</li><li>People who care for and teach my children have experience and training.</li><li>Flexible hours of operation in a nearby and/or easy to get to location.</li><li>Affordable half day options.</li></ol> <p>Additional Considerations: Quality programming; providers that have experience and are trained in trauma informed care; parent involvement is encouraged; providers are well trained to provide care for children ages 0-2; providers have experience and training in identifying developmental delays; flexible payment options; able to handle food allergies and nutritional challenges.</p>
Children Experiencing Homelessness	<ul style="list-style-type: none"><li>Canby school district</li><li>North Clackamas school district</li></ul>	<ol style="list-style-type: none"><li>Programs and services meet my child’s developmental need.</li><li>Affordable, meets my family’s budget.</li><li>Location is nearby and/or easy to get to.</li></ol> <p>Additional Considerations: Transportation; people who care for and teach my children have experience and training; extended and flexible hours; people who care for and teach my children reflect my family's culture and values.</p>
Children in Foster Care	<ul style="list-style-type: none"><li>Clackamas County</li></ul>	<ol style="list-style-type: none"><li>Programs and services meet my child’s developmental need.</li><li>Location is nearby and/or easy to get to.</li><li>People who care for and teach my children have experience and training.</li><li>Affordable, meets my family’s budget.</li><li>Flexible hours of operation.</li></ol> <p>Additional Considerations: Service providers have experience and training to provide trauma informed care.</p>

<https://www.malesd.k12.or.us/eastern-oregon-hub>

Backbone Organization: Malheur Education Service District  
Serving Baker, Malheur and Wallowa Counties

Priority Populations	Geographic Regions	Family Preferences
Children whose families who are refugees Living in Ontario	<ul style="list-style-type: none"> <li>Ontario in Malheur County where families who are refugees live and attend school.</li> </ul>	<ol style="list-style-type: none"> <li>Providers that the families can trust and whom their children like.</li> <li>Providers who know and understand their language so their children are better understood.</li> <li>Availability - This is both the costs and hours of operation. Most families need weekend and swing shift hours.</li> </ol> <p>Additional Considerations: Child care providers who are willing to sleep in the home of children, while parents work evenings and nights.</p>
Children who are Latinx in Malheur and Baker Counties	<ul style="list-style-type: none"> <li>Malheur County: Ontario in Pioneer and Cairo Elementary School catchment area and the Nyssa School District catchment area.</li> <li>Baker County: Baker City in the Brooklyn Elementary School catchment area.</li> </ul>	<ol style="list-style-type: none"> <li>Safe environment, including the teachers hired, preparation of food and the equipment used by the children, along with trustworthy staff.</li> <li>Bilingual teachers who can communicate with parents and children teaching them the academics they need in order to be successful in kindergarten.</li> <li>Availability - Centralized locations in the different geographic areas and rates that parents can afford.</li> </ol> <p>Additional Considerations: Families child care needs change with the different seasons that they are working in.</p>
Children Experiencing Foster Care	<ul style="list-style-type: none"> <li>Baker County is top priority for having the highest rate of children in foster care and only 2 children being served in Head Start.</li> <li>Malheur County is second priority due to its significant trend upward over the past ten years and it comparative ranking position near the bottom.</li> <li>Wallowa County is third priority due to its increase from less than 5 children before 2016 and now nearly double with 9 and only 2 being served in Early Head Start.</li> </ul>	<ol style="list-style-type: none"> <li>Lower costs and more affordable options. This is most important when they have more than one child to be enrolled in a program.</li> <li>Facilities that have experienced providers in trauma and understanding the behaviors that come with caring for children in foster care. This would also include supporting foster parents by sharing ideas and helping to keep structure throughout the child's day.</li> <li>Multiple Qualified and Certified Care options with availability.</li> </ol>
Children with no Parents in the Workforce	<ul style="list-style-type: none"> <li>Wallowa County, having the highest number of children with no parent in the workforce and the third highest seasonally adjusted unemployment rate in the state.</li> <li>Baker County with the second highest number of children with no parent in the workforce and an average of 5.1 unemployment rate.</li> </ul>	<ol style="list-style-type: none"> <li>Safe, clean encouraging environment.</li> <li>Affordability – Out of pocket costs.</li> <li>Flexible hours and days of operation.</li> </ol> <p>Additional Considerations: Programs that allow parents to drop off their child while they seek employment.</p>
Children 0-2 whose families are below 100% Federal Poverty Level and live in geographically isolated and/or frontier areas	<ul style="list-style-type: none"> <li>Northeast Baker City in the Brooklyn Elementary School catchment where there are NO 0-2 public slots.</li> <li>Ontario, near the Pioneer and Cairo Elementary School catchment, Vale, Nyssa and Adrian School catchment. These are also high poverty concentrated areas.</li> <li>Wallowa County where there are currently only 8 public slots.</li> </ul>	<ol style="list-style-type: none"> <li>Having quality care for child that includes a safe and nurturing environment where staff are CPR and First Aid certified.</li> <li>More availability in multiple locations making the commute for parents more realistic and cost effective. (Facilities that only offer half day care make the commute more challenging.)</li> <li>Affordability - Lower costs especially for families with more than one child in the same age group.</li> </ol>

Four Rivers Early Learning Hub

<https://www.4relh.org/>

Backbone Organization: Sherman County

Serving Gilliam, Hood River, Sherman, Wasco and Wheeler Counties

Priority Populations	Geographic Regions	Family Preferences
Families who identify as Hispanic/Latinx  More specifically: Families who identify as Hispanic/Latinx with children enrolled in EI/ECSE	<ul style="list-style-type: none"><li>Hispanic/Latinx: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, Parkdale, May Street, Westside and Mosier elementary school catchment areas.</li><li>More specifically: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, and Westside elementary school catchment areas.</li></ul>	<ol style="list-style-type: none"><li>Center-based care.</li><li>Full-day care and school-day care.</li><li>Factors that are most important when seeking care:<ol style="list-style-type: none"><li>Trusted staff</li><li>Developmentally- and age-appropriate activities</li><li>Staff training and education</li><li>A clean, comfortable and friendly space</li></ol></li></ol> Additional Considerations: Program affordability; program able to accommodate parental work schedules
Families with Infants/Toddlers	<ul style="list-style-type: none"><li>Birth rate data from the last 5 years show that in all five counties over 30% of children aged 0-5 are infants and toddlers. Wheeler County has the highest percent at 42%.</li></ul>	<ol style="list-style-type: none"><li>Center-based care. (A notable subset of parents prefer to care for their infant at home.)</li><li>Full-day care. Over a fourth of families reported a need for school-day and drop-in care.</li><li>Factors that are most important when seeking care:<ol style="list-style-type: none"><li>Trusted staff</li><li>A clean, comfortable and friendly space</li><li>Developmentally- and age-appropriate activities</li></ol></li></ol> Additional Considerations: Families with infants also prioritize staff who actively engage with children and program affordability when selecting a program for their child.
Families living below 200% of the FPL	<ul style="list-style-type: none"><li>Chenowith, Colonel, Wright, Cascade Locks, Mid Valley, Dry Hollow, Parkdale, May Street, and Westside elementary school catchment areas.</li></ul>	<ol style="list-style-type: none"><li>Center-based care.</li><li>Full-day care and school-day care.</li><li>Factors that are most important when seeking care:<ol style="list-style-type: none"><li>Trusted staff</li><li>Developmentally- and age-appropriate activities</li><li>Program affordability</li><li>Staff training and education</li></ol></li></ol> Additional Considerations: Regular communication with families by program staff
Families with children enrolled in EI/ECSE  More specifically: EI/ECSE in the Tri-County Region	<ul style="list-style-type: none"><li>Sherman, Arlington, Condon, Mitchell, Fossil and Spray Elementary School catchment areas in Sherman, Gilliam and Wheeler counties</li><li>More specifically: Fossil Elementary School catchment area in Wheeler County.</li></ul>	<ol style="list-style-type: none"><li>Center-based care. (In the Tri-County region - a notable subset of families reported they prefer to care for their own child.)</li><li>Full-day care and school-day care are the highest reported needs. Over a third of families also reported the need for half-day care.</li><li>Factors that are most important when seeking care:<ol style="list-style-type: none"><li>Trusted staff</li><li>Healthy meals and/or snacks provided (a unique priority for this Nexus population)</li><li>A clean, comfortable and friendly space</li><li>Developmentally- and age-appropriate activities</li></ol></li></ol> Additional Considerations: Program affordability and staff training and education; EI/ECSE in Tri-County population also prioritizes staff who actively smile, listen, and talk to children when selecting a program for their child.
Families who identify as Native American in Wasco County	<ul style="list-style-type: none"><li>Celilo Village, In Lieu sites along the Columbia River, and Dufur school catchment area – and corresponding areas through a historical agreement with NWSD#21.</li></ul>	<ol style="list-style-type: none"><li>Providers and services are located in or near Celilo Village and/or “in lieu” sites so that children are close to home.</li><li>Parents want their children to have experiences and activities that preserve cultural traditions and support native language.</li><li>Parents want culturally appropriate providers and curriculum.</li></ol>



Frontier Early Learning Hub

[https://harneyesd.sharpschool.com/e\\_c\\_c/harney\\_grant\\_frontier\\_hub](https://harneyesd.sharpschool.com/e_c_c/harney_grant_frontier_hub)

Backbone Organization: Harney Educational Service District

Serving Harney County

Priority Populations	Geographic Regions	Family Preferences
Children from the Burns Paiute Tribe	<ul style="list-style-type: none"><li>Burns Paiute Tribal reservation</li></ul>	<ol style="list-style-type: none"><li>Children's Safety: Time spent in the classroom is in an enriching and safe environment, with trained and certified teachers that are nurturing and interactive with children. Teachers and staff are trained and know how to work with children that have challenging behaviors.</li><li>Having a variety of Early Childhood programs that are available and include services to parents, including preschool and childcare programs that are all day. Parents would like interaction with programs including home visiting, center based or in home care. Parent education programs to help with parenting problems such as behaviors, nutrition and toilet training.</li><li>Parents want their children to have cultural experiences: Hands on cultural activities provided, to learn words and phrases of the Paiute language, and all children to learn their culture.</li></ol>
Children whose families are between 100-200% FPL and are geographically isolated	<ul style="list-style-type: none"><li>Grant County</li><li>Harney County</li></ul>	<ol style="list-style-type: none"><li>Availability to get children enrolled in Early Childhood programs, preschool and childcare. They need extended day and drop in services.</li><li>Educational Programs: Kids to be prepared to be kindergarten ready. Quality programs with trained staff to help children learn and be safe. Nurturing instructors that are trauma informed.</li><li>Safety of children in programs was a great concern. Parents want: Background checks for staff, well trained staff that care about children and can help them have fun and be excited about learning, and for children to be monitored well by staff that know how to deal with challenging behaviors.</li></ol>
Children experiencing homelessness or in foster care	<ul style="list-style-type: none"><li>Harney County</li></ul>	<ol style="list-style-type: none"><li>Availability to get children enrolled in Early Childhood programs. Full Day, flexible hours and drop in services.</li><li>Certified and trained staff that are: Trauma informed, trained in helping challenging behaviors, and provide a safe place.</li><li>Structured programs with daily routines to help provide socialization and create a nurturing environment to help children feel secure.</li></ol>
Children with a diagnosed disability or developmental delay	<ul style="list-style-type: none"><li>Grant County</li><li>Harney County</li></ul>	<ol style="list-style-type: none"><li>Parents want to have more frequent services for their children, with local access to regional services, instead of having to travel out of the area for appointments, and in home services with families.</li><li>Certified and trained staff, more are needed to accommodate numbers, local therapist for OT and PT services.</li><li>Children need safe environments to learn, with teachers and therapists that develop relationships with children and families.</li></ol>

**Lane Early Learning Alliance**  
<https://earlylearningalliance.org>  
Backbone Organization: United Way of Lane County  
Serving Lane County

Priority Populations	Geographic Regions	Family Preferences
Children of color	<ul style="list-style-type: none"><li>Metro</li><li>North Lane</li><li>South Lane</li><li>East Lane</li><li>West Lane</li></ul>	<ol style="list-style-type: none"><li>More racially and ethnically diverse providers.</li><li>Flexible days and hours to support shift work, irregular work hours and part-time.</li><li>Transportation with supervision (teacher’s aide in addition to the bus driver).</li></ol> <p>Additional Considerations: Safety, security and cleanliness of environment; patient and kind teachers that provide individualized attention to each child; clear and frequent communication with parents.</p>
Children who are emerging bilinguals	<ul style="list-style-type: none"><li>Bethel SD</li><li>Eugene SD</li><li>Springfield SD</li><li>Junction City SD</li><li>Creswell SD</li><li>Siuslaw SD</li><li>South Lane SD</li></ul>	<ol style="list-style-type: none"><li>More highly qualified providers that are culturally and linguistically competent.</li><li>Flexible days and hours to support shift work, irregular work hours and part-time.</li><li>Assistance with finding childcare and preschool.</li></ol> <p>Additional Considerations: ECE programs connected to a school; safety, security and cleanliness of environment; clear and frequent communication with parents.</p>
Children with special needs	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>1-on-1 care and attention with tailored support, especially during daily transitions (pick-up, drop-off, meals, outside time).</li><li>Flexible days and hours to support shift work, irregular work hours and part-time.</li><li>High quality and trained providers.</li></ol> <p>Additional Considerations: More integrated classrooms with typically developing peers; safety, security and cleanliness of environment; patient and kind teachers that provide individualized attention to each child; clear and frequent communication with parents.</p>
Children ages 0-2	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>More providers to choose from; less time on waitlists.</li><li>Staff with specialized training to care for infants and toddlers.</li><li>Flexible pick-up and drop-off times to accommodate infant and toddler sleeping and waking schedules, as much as possible.</li></ol> <p>Additional Considerations: Support of exclusive breastfeeding or bottle-feeding with expressed breast milk; safety, security and cleanliness of environment; clear and frequent communication with parents.</p>
Children who live in rural/geographically isolated communities	<ul style="list-style-type: none"><li>All communities outside the Eugene/Springfield metro area</li></ul>	<ol style="list-style-type: none"><li>More providers and programs, especially those serving infants and toddlers.</li><li>Transportation with supervision (teacher’s aide in addition to the bus driver).</li><li>Connected to the school.</li></ol> <p>Additional Considerations: Safety, security and cleanliness of environment; patient and kind teachers that provide individualized attention to each child; clear and frequent communication with parents.</p>

Early Learning Hub of Linn, Benton & Lincoln Counties

<https://lblearlylearninghub.org>

Backbone Organization: Linn-Benton Community College

Serving Benton, Lincoln and Linn Counties

Priority Populations	Geographic Regions	Family Preferences
Children birth to 2 years of age	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>Flexibility in scheduling (part-time vs. full-time).</li><li>Well qualified ECE providers with education and experience.</li><li>ECE guidelines/qualifications that are more universal.</li></ol>
Children who are emergent bilinguals	<ul style="list-style-type: none"><li>Linn County<ul style="list-style-type: none"><li>Lafayette</li><li>Sunrise</li><li>South Shore</li></ul></li><li>Benton County<ul style="list-style-type: none"><li>Garfield</li><li>Lincoln</li><li>Wilson</li></ul></li><li>Lincoln County<ul style="list-style-type: none"><li>Ocean Lake</li><li>Yaquina View</li></ul></li></ul>	<ol style="list-style-type: none"><li>Diverse, trusted, quality trained providers that speak families’ home language, have experience and education.</li><li>Accept ERDC.</li><li>Inclusive and accommodating, culturally competent: understands families’ culture and beliefs.</li></ol> <p>Additional Considerations: Flexibility in hours and affordability.</p>
Children who are Native American or are from Tribal Nations/Communities	<ul style="list-style-type: none"><li>East Lincoln County<ul style="list-style-type: none"><li>Siletz</li><li>Eddyville</li><li>Toledo</li></ul></li></ul>	<ol style="list-style-type: none"><li>Flexible hours with early mornings and evenings.</li><li>Well qualified ECE providers with education and experience.</li><li>Culturally competent ECE programs and providers that understand families’ culture and beliefs.</li></ol> <p>Additional Considerations: Qualified providers to meet children’s health/developmental needs.</p>
Children who are Latinx	<ul style="list-style-type: none"><li>Linn County<ul style="list-style-type: none"><li>Periwinkle</li><li>Lafayette</li><li>Sunrise</li><li>South Shore</li></ul></li><li>Benton County<ul style="list-style-type: none"><li>Garfield</li><li>Lincoln</li><li>Monroe</li></ul></li><li>Lincoln County<ul style="list-style-type: none"><li>Ocean Lake</li><li>Yaquina View</li></ul></li></ul>	<ol style="list-style-type: none"><li>Diversity of workforce, providers who represent the families they serve.</li><li>Ease of access to systems.</li><li>Inclusive, culturally appropriate care, with providers that understand families’ culture and beliefs.</li></ol>
Children with disabilities	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>Well-equipped and enriching facilities that have equipment needed to serve children with a wide range of disabilities.</li><li>Extended hours to accommodate a typical work week.</li><li>Finding a provider with the ability to help children learn and develop.</li></ol> <p>Additional Considerations: Transportation and adequate accommodations for children with limited mobility.</p>



## Marion & Polk Early Learning Hub

<https://parentinghub.org/>

Serving Marion and Polk Counties

Priority Populations	Geographic Regions	Family Preferences
Children from economically disadvantaged areas at or below 185% of FPL, with low KA scores	<ul style="list-style-type: none"> <li>Gervais</li> <li>N. Marion</li> <li>Woodburn</li> <li>Salem/Keizer</li> <li>Independence/Monmouth</li> <li>Stayton</li> </ul>	<ol style="list-style-type: none"> <li>Sense of security provided by a child-safe environment, cleanliness, a safety record, and establishing a relationship with the provider.</li> <li>Learning opportunities in the form of healthy meals and/or snacks provided, enrichment activities such as music or field trips, and outdoor play areas.</li> <li>Program quality demonstrated by staff experience and education, the type of care setting, ability to serve children who experience disabilities and Spark rating.</li> </ol> <p>Additional Considerations: Scheduling; eligibility/cost; family engagement; equity and inclusion; transportation.</p>
Children from Hispanic/Latinx households, including children of migrants	<ul style="list-style-type: none"> <li>N. Marion</li> <li>Gervais</li> <li>Woodburn</li> <li>Salem/Keizer</li> <li>Independence/Monmouth</li> <li>Stayton</li> </ul>	<ol style="list-style-type: none"> <li>Sense of security provided by a child-safe environment, cleanliness, a safety record, and establishing a relationship with the provider.</li> <li>Learning opportunities in the form of healthy meals and/or snacks provided, enrichment activities such as music or field trips, and outdoor play areas.</li> <li>Equity and inclusion demonstrated by the values of the program, opportunities for children to hear a particular language, support for children’s home cultures, and diversity of staff.</li> </ol> <p>Additional Considerations: Program quality; schedule; family engagement; transportation; eligibility/cost.</p>
Children from bilingual households	<ul style="list-style-type: none"> <li>N. Marion</li> <li>Gervais</li> <li>Woodburn</li> <li>Salem/Keizer</li> <li>Independence/Monmouth</li> <li>Stayton</li> </ul>	<ol style="list-style-type: none"> <li>Sense of security provided by a child-safe environment, cleanliness, a safety record, and establishing a relationship with the provider.</li> <li>Learning opportunities in the form of healthy meals and/or snacks provided, enrichment activities such as music or field trips, and outdoor play areas.</li> <li>Equity and inclusion demonstrated by the values of the program, opportunities for children to hear a particular language, support for children’s home cultures, and diversity of staff.</li> </ol> <p>Additional Considerations: Schedule; program quality; family engagement; transportation; eligibility/cost.</p>
Children experiencing disabilities	<ul style="list-style-type: none"> <li>Regional</li> </ul>	<ol style="list-style-type: none"> <li>Sense of security provided by a child-safe environment, cleanliness, a safety record, and establishing a relationship with the provider.</li> <li>Program quality demonstrated by staff experience and education, the type of care setting, ability to serve children who experience disabilities and Spark rating.</li> <li>Scheduling of the program aligns with work or school schedule, extended-hour or before/after school care, and schedule flexibility.</li> </ol> <p>Additional Considerations: Learning opportunities; eligibility/cost; equity and inclusion; transportation; family engagement.</p>
Children from socially complex families: children of teen parents, children in foster care or experiencing housing instability and/or parent incarceration	<ul style="list-style-type: none"> <li>Regional</li> </ul>	<ol style="list-style-type: none"> <li>Sense of security provided by a child-safe environment, cleanliness, a safety record, and establishing a relationship with the provider.</li> <li>Program quality demonstrated by staff experience and education, the type of care setting, ability to serve children who experience disabilities and Spark rating.</li> <li>Lower costs and more range to eligibility, payment options such as ERDC, subsidy, scholarships, etc.</li> </ol> <p>Additional Considerations: Schedule; learning opportunities; family engagement; transportation; equity and inclusion.</p>
Children from Native Hawaiian/Pacific Islander households	<ul style="list-style-type: none"> <li>Salem/Keizer</li> </ul>	<ol style="list-style-type: none"> <li>Sense of security provided by a child-safe environment, cleanliness, a safety record, and establishing a relationship with the provider.</li> <li>Program quality demonstrated by staff experience and education, the type of care setting, ability to serve children who experience disabilities and Spark rating.</li> <li>Family engagement with a welcoming and cheerful atmosphere, regular communication with families, and opportunities for families to be involved.</li> <li>Learning opportunities in the form of healthy meals and/or snacks provided, enrichment activities such as music or field trips, and outdoor play areas.</li> </ol> <p>Additional Considerations: Schedule; equity and inclusion; transportation; eligibility/cost.</p>

Early Learning Multnomah

<http://www.earlylearningmultnomah.org/>

Backbone Organization: United Way of Columbia Willamette  
Serving Multnomah County

Priority Populations	Geographic Regions	Family Preferences
Children ages 0-5 from communities that have been and continue to be marginalized because of their race or their immigrant or refugee experience	<ul style="list-style-type: none"><li>East Portland</li><li>Gresham and Troutdale</li><li>North and NE Portland</li></ul>	<ol style="list-style-type: none"><li>Safe and joy-filled spaces: an educational environment that keeps children safe in the least restrictive environment and makes learning a joyful experience.</li><li>Teachers who support school success: quality of teacher’s relationships with the children and ability to teach content and skills that will help children be successful in school.</li><li>Teachers from our communities: teachers who partner with parents in a respectful way and skillfully support children’s positive cultural and racial identity formation.</li></ol>
Households with children ages 0-5 and with incomes at or below the <i>Self-Sufficiency Standard for Multnomah County</i>	<ul style="list-style-type: none"><li>East Portland</li><li>Gresham and Troutdale</li><li>North and NE Portland</li></ul>	<ol style="list-style-type: none"><li>Variety of settings: variety of pre-K settings that meet families’ needs such as full-day, part-day, two-generation, extended-day, in schools, in community-based organizations, in family-based and center-based childcare.</li><li>Qualified teachers: teachers with combinations of qualifications that include relevant experience, education, training, competencies, certifications and specific skills such as Special Education.</li><li>Culturally specific and culturally relevant settings: pre-K settings that are designed specifically for families from the same community and cultural group as well as pre-K settings that are designed to honor and support children in a multi-cultural environment.</li></ol>
Children ages 0-5 with developmental delays or disabilities from communities that have been and continue to be marginalized because of their race or their immigrant or refugee status.	<ul style="list-style-type: none"><li>Not available at this time</li></ul>	<ol style="list-style-type: none"><li>No expulsion: a recurrent theme from parent meetings is the negative impact of disproportionate discipline, expulsion or other forms of push-out in ECE and school settings.</li><li>Safe and joy-filled spaces: an educational environment that keeps children safe in the least restrictive environment and makes learning a joyful experience.</li><li>Teachers from our communities: teachers who partner with parents in a respectful way and skillfully support children’s positive cultural and racial identity formation.</li></ol>

Northwest Early Learning Hub

<http://nwelhub.org/>

Backbone Organization: Northwest Regional Education Service District  
Serving Clatsop, Columbia and Tillamook Counties

Priority Populations	Geographic Regions	Family Preferences
Children of color	<ul style="list-style-type: none"><li>Seaside</li><li>Rainier</li><li>St. Helens</li><li>Scappoose</li><li>Neah-Kah-Nie</li><li>Tillamook</li><li>Nestucca Valley</li></ul>	<ol style="list-style-type: none"><li>Security- The children are safe. The parent feels they are leaving children in good hands, and for the child to feel safe and comfortable. The caretaker is responsible and qualified to care for children- have had background checks, First Aid/CPR.</li><li>Access to more affordable and accessible childcare. Includes the need for transportation and extended and weekend hours, and if on the waitlist, informing them of their status.</li><li>Need for more Spanish speaking teachers, staff and supports to communicate with child and parents, provide written materials and home activities in Spanish. For the child's language and cultural identity to be fostered and the parent does not have to choose between someone who can support their child's language and culture and a center that supports learning, academics, and social emotional development.</li></ol> <p>Additional Considerations: Parent meetings or events with interpreters and scheduled to accommodate parent work hours; speech therapy in Spanish, more ECSE hours, providing nutritious food.</p>
Children who are emerging bilingual	<ul style="list-style-type: none"><li>Seaside</li><li>Rainier</li><li>St. Helens</li><li>Scappoose</li><li>Neah-Kah-Nie</li><li>Tillamook</li><li>Nestucca Valley</li></ul>	<ol style="list-style-type: none"><li>Security- The children are safe. The parent feels they are leaving children in good hands, and for the child to feel safe and comfortable. The caretaker is responsible and qualified to care for children- have had background checks, First Aid/CPR.</li><li>Access to more affordable and accessible childcare. Includes the need for transportation and extended and weekend hours, and if on the waitlist, informing them of their status.</li><li>Need for more Spanish speaking teachers, staff and supports to communicate with child and parents, provide written materials and home activities in Spanish. For the child's language and cultural identity to be fostered and the parent does not have to choose between someone who can support their child's language and culture and a center that supports learning, academics, and social emotional development.</li></ol> <p>Additional Considerations: Parent meetings or events with interpreters and scheduled to accommodate parent work hours; speech therapy in Spanish, more ECSE hours, providing nutritious food.</p>
Children in low income families (200% and below of FPL), as well as children in geographically isolated communities, where access to ECE is limited	<ul style="list-style-type: none"><li>Tillamook</li><li>Nestucca Valley</li><li>Neah-Kah-Nie</li><li>Seaside</li><li>Vernonia</li><li>Scappoose</li><li>Jewell</li><li>Knappa</li><li>Westport</li><li>St. Helens</li><li>Rainier</li></ul>	<ol style="list-style-type: none"><li>Access to child care, especially infant/toddler (under 3) care; transportation to programs, and more hours of care (e.g., more days a week, full time care).</li><li>Caregivers who are trained, caring, and responsible. Not just babysitters. Teachers that are experienced and educated in caring for children and building strong relationships with them.</li><li>Affordable options for care. Some families make too much money to qualify for some supports, but still don't make enough to pay for child care. Families proposed sliding scale payments and more public support to make child care more affordable. Currently, they may need to sacrifice the amount of care or quality of care for financial reasons.</li></ol> <p>Additional Considerations: Supports for children with developmental delays, health needs, and behavioral support needs.</p>
Children under the age of 3	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>Caregivers who are trained, caring, and responsible. Not just babysitters. Teachers that are experienced and educated in caring for children and building strong relationships with them.</li><li>Alternative scheduling and extended care including programs that offer afternoon preschool options, programs with longer evening hours and programs with weekend hours. This is particularly important if you have multiple children that range from under 3 to school age.</li><li>Transportation</li></ol> <p>Additional Considerations: Supports for children with developmental delays, health needs, and behavioral support needs.</p>

### South-Central Oregon Early Learning Hub

<https://douglasesd.k12.or.us/early-learning-hub/home>

Backbone Organization: Douglas Educational Service District

Serving Douglas, Klamath and Lake Counties

Priority Populations	Geographic Regions	Family Preferences
Children/families living in areas of geographic isolation including experiencing poverty.	<ul style="list-style-type: none"> <li>Lake County</li> <li>Klamath County outside of Klamath Falls</li> <li>Douglas County outside of Roseburg</li> </ul>	<ol style="list-style-type: none"> <li>Trusted staff so children and families feel secure that children will be well cared for.</li> <li>Transportation provided.</li> <li>Access to local services, the need is for the care to be in close proximity.</li> </ol> <p>Additional considerations: Affordable costs/sliding-scale, additional state/federal funding, low cost programs; healthy meals/snacks provided; flexible hours of operation including extended hours, swing shift, night and weekend care.</p>
Children who are experiencing displacement: families experiencing homelessness, children in foster care, and children in kinship care.	<ul style="list-style-type: none"> <li>Regional</li> </ul>	<ol style="list-style-type: none"> <li>Trusted staff so children and families feel secure that children will be well cared for.</li> <li>Child safety.</li> <li>Consistent care provider.</li> </ol> <p>Additional considerations: Affordable costs/sliding-scale, additional state/federal funding, low cost programs; healthy meals/snacks provided.</p>
Children from Hispanic/Latinx Families	<ul style="list-style-type: none"> <li>Regional</li> </ul>	<ol style="list-style-type: none"> <li>Trusted staff so children and families feel secure that children will be well cared for.</li> <li>Facilities have the well trained and experienced staff.</li> <li>Culturally sensitive providers and services provided in native language.</li> </ol> <p>Additional considerations: Affordable costs/sliding-scale, additional state/federal funding, low cost programs; healthy meals/snacks provided; flexible hours of operation including extended hours, swing shift, night and weekend care.</p>
Children from Native American/Tribal Families	<ul style="list-style-type: none"> <li>Regional</li> </ul>	<ol style="list-style-type: none"> <li>Trusted staff so children and families feel secure that children will be well cared for.</li> <li>Well trained and experienced staff.</li> <li>Culturally sensitive providers and services provided in native language.</li> </ol> <p>Additional considerations: Affordable costs/sliding-scale, additional state/federal funding, low cost programs; healthy meals/snacks provided; flexible hours of operation including extended hours, swing shift, night and weekend care.</p>
Children who are experiencing physical or developmental disabilities or delays, including those with mental health concerns and/or trauma.	<ul style="list-style-type: none"> <li>Regional</li> </ul>	<ol style="list-style-type: none"> <li>Trusted staff so children and families feel secure that children will be well cared for.</li> <li>Facilities have the well trained and experienced staff and facility set up to provide care for children with special needs.</li> <li>Healthy meals/snacks provided.</li> </ol> <p>Additional considerations: Affordable costs/sliding-scale, additional state/federal funding, low cost programs.</p>
Infants and Children aged 0-2	<ul style="list-style-type: none"> <li>Regional</li> </ul>	<ol style="list-style-type: none"> <li>Trusted staff so children and families feel secure that children will be well cared for.</li> <li>Healthy meals/snacks provided.</li> <li>Staff that is smiling, will listen and talk to children.</li> </ol> <p>Additional considerations: Affordable costs/sliding-scale, additional state/federal funding, low cost programs; flexible hours of operation including extended hours, swing shift, night and weekend care; well trained and experienced staff.</p>

South Coast Regional Early Learning Hub

<https://www.screlhub.com>

Backbone Organization: Oregon Coast Community Action  
Serving Coos, Curry and Coastal Douglas Counties

Priority Populations	Geographic Regions	Family Preferences
Children experiencing homelessness	<ul style="list-style-type: none"><li>Coos Bay</li><li>Reedsport</li><li>Port Orford</li></ul>	<ol style="list-style-type: none"><li>Preferences for early care and education are a safe and clean environment and flexibility.</li><li>Preferences for type of early care and education are child care center, in home childcare, or preschool.</li><li>Preferences for times of early care and education are morning, afternoon and flexible hours.</li></ol> <p>Additional considerations: Affordable, low or no cost childcare.</p>
Children in foster care	<ul style="list-style-type: none"><li>Coos County</li></ul>	<ol style="list-style-type: none"><li>Preferences for early care and education are a safe environment, flexibility, and the ability to play.</li><li>Preferences for type of early care and education are preschool, play groups/group socializations, childcare center, drop-in, or in home childcare.</li><li>Preferences for times of early care and education are morning, afternoon and flexible hours.</li></ol> <p>Additional considerations: Trusted staff with trauma informed skill sets; small class sizes; multiple types of care.</p>
Children with a diagnosed disability or developmental delay	<ul style="list-style-type: none"><li>Coos Bay</li><li>North Bend</li><li>Reedsport</li><li>Powers</li><li>Myrtle Point</li><li>Gold Beach</li></ul>	<ol style="list-style-type: none"><li>Preferences for early care and education are a safe environment, the ability to play, and trained staff.</li><li>Preferences for type of early care and education are play groups/group socializations, childcare center, or drop-in.</li><li>Preferences for times of early care and education are flexible hours, drop-in, and weekdays.</li></ol> <p>Additional considerations: Preference for smaller programs; staff trained to provide specific accommodations and challenging behaviors.</p>
Infants and toddlers in geographically isolated communities	<ul style="list-style-type: none"><li>Powers</li><li>Port Orford</li><li>Myrtle Point</li></ul>	<ol style="list-style-type: none"><li>Preferences for childcare are a safe and clean environment.</li><li>Preferences for type of childcare are preschool, childcare center, or in home childcare.</li><li>Preferences for times of childcare are morning, afternoon, and flexible hours.</li></ol> <p>Additional considerations: Play groups/group socializations; access to childcare.</p>
Children with a primary language other than English	<ul style="list-style-type: none"><li>Coos Bay</li><li>North Bend</li><li>Brookings</li></ul>	<ol style="list-style-type: none"><li>Preferences for early care and education are a Spanish speaking and educated staff, and for the program to focus on health.</li><li>Preferences for type of early care and education are play groups/group socializations, preschool, a childcare center, or in home childcare.</li><li>Preferences for times of early care and education are flexible hours and drop-in.</li></ol>
Children of color	<ul style="list-style-type: none"><li>Coos Bay</li><li>North Bend</li><li>Brookings</li></ul>	<ol style="list-style-type: none"><li>Preferences for early care and education are a safe and clean environment, and the ability to play.</li><li>Preferences for type of early care and education are childcare center, play groups/group socializations, or preschool.</li><li>Preferences for times of early care and education are morning, afternoon, and flexible hours.</li></ol> <p>Additional considerations: In home early care and education.</p>

**Southern Oregon Early Learning Services**  
<https://www3.soesd.k12.or.us/southernoregonlearninghub/>  
Backbone Organization: Southern Oregon Education Service District  
Serving Jackson and Josephine Counties

Priority Populations	Geographic Regions	Family Preferences
Children under age 3	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>The quality of teacher and staff interactions with children (friendly, smiling, happy, engaging).</li><li>The environment is clean and well maintained, and there are a variety of materials for children to play with.</li><li>Flexible hours of operation and availability.</li></ol>
Children birth-5 without early learning opportunities prior to kindergarten living in areas of high poverty with low reach rates, especially in rural communities.	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>The quality of teacher and staff interactions with children (friendly, smiling, happy, engaging).</li><li>The environment is clean and well maintained, and there are a variety of materials for children to play with.</li><li>Out of pocket costs for families.</li></ol>
Children birth-5 experiencing a disability or delay and/or mental health condition.	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>The environment is clean and well maintained, and there are a variety of materials for children to play with.</li><li>The quality of teacher and staff interactions with children (friendly, smiling, happy, engaging).</li><li>Provides accommodations for child’s needs, either physical or behavioral, assisted by knowledgeable and kind staff.</li></ol>
Children birth-5 whose home language is Spanish.	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>The environment is clean and well maintained, and there are a variety of materials for children to play with.</li><li>The quality of teacher and staff interactions with children (friendly, smiling, happy, engaging).</li><li>Flexible hours of operation and availability.</li></ol> <p>Additional considerations: Programs that demonstrate culturally and linguistically responsive practices, and have policies and practices in place to increase these supports. Programs need teachers who reflect the demographics of the children served.</p>



Early Learning Washington County

<https://www.co.washington.or.us/HHS/ChildrenYouthFamilies/>

Backbone Organization: United Way of Columbia Willamette

Serving Washington County

Priority Populations	Geographic Regions	Family Preferences
Children of houseless/homeless families	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>Trust in childcare providers.</li><li>Flexible hours offering nights and weekends.</li><li>Provider speaks home language.</li><li>Developmentally appropriate care and education.</li></ol> <p>Additional considerations: Children from same household are placed at the same site; culturally specific/responsive care and education; higher quality care with more attention, equitable practices, and patience.</p>
Children from single parent households with income 200% or below of FPL	<ul style="list-style-type: none"><li>Beaverton SD*</li><li>Forest Grove SD*</li><li>Hillsboro SD*</li><li>Tigard-Tualatin SD*</li></ul>	<ol style="list-style-type: none"><li>Trust in childcare providers.</li><li>Flexible hours offering nights and weekends.</li><li>Developmentally appropriate education and care.</li></ol> <p>Additional considerations: Provider speaks home language; children from same household are placed at same site; culturally specific/responsive care and education.</p>
Children from underserved communities of color	<ul style="list-style-type: none"><li>Beaverton SD*</li><li>Forest Grove SD*</li><li>Hillsboro SD*</li><li>Tigard-Tualatin SD*</li><li>Sherwood SD*</li></ul>	<ol style="list-style-type: none"><li>Trust in childcare providers.</li><li>Flexible hours offering nights and weekends.</li><li>Provider speaks home language.</li></ol> <p>Additional Considerations: Developmentally appropriate, culturally specific/responsive education and care; children from same household are placed at same site.</p>
Children of families with income 200% or below of FPL	<ul style="list-style-type: none"><li>Beaverton SD*</li><li>Forest Grove SD*</li><li>Hillsboro SD*</li></ul>	<ol style="list-style-type: none"><li>Trust in childcare providers.</li><li>Flexible hours offering nights and weekends.</li><li>Provider speaks home language.</li></ol> <p>Additional considerations: Developmentally appropriate, culturally specific/responsive care and education; children from the same household placed at same site.</p>
Children ages 0-2 years	<ul style="list-style-type: none"><li>Regional</li></ul>	<ol style="list-style-type: none"><li>Trust in childcare providers.</li><li>Flexible hours offering nights and weekends.</li><li>Provider speaks home language.</li></ol> <p>Additional considerations: Developmentally appropriate, culturally specific/responsive care and education; children from the same household placed at the same site.</p>
Children of families with multiple vulnerabilities	<ul style="list-style-type: none"><li>Beaverton SD*</li><li>Hillsboro SD*</li></ul>	<ol style="list-style-type: none"><li>Trust in childcare providers.</li><li>Flexible hours offering nights and weekends.</li><li>Provider speaks home language.</li></ol> <p>Additional considerations: Developmentally appropriate, culturally specific/responsive care and education; children from the same household placed at the same site.</p>

\*A list of elementary school catchment areas can be found in the full ECE plan.

# Yamhill Early Learning Hub

<https://www.yamhillearlylearning.org/>

Backbone Organization: Yamhill Community Care Organization

Serving Yamhill County

Priority Populations	Geographic Regions	Family Preferences
Children who are Latinx	<ul style="list-style-type: none"> <li>McMinnville</li> <li>Newberg</li> <li>Dayton</li> </ul>	<ol style="list-style-type: none"> <li>Quality of program: Routines, safe adults, licensed and certified, educational programming, and quality relationships.</li> <li>Low staff to child ratio.</li> <li>Nutrition program: Food that is nutritious and appealing to the child and reflective of the culture(s) of the children in the program.</li> </ol> <p>Additional considerations: Bilingual/bicultural providers.</p>
Children who are Emerging Bilingual/Spanish-English	<ul style="list-style-type: none"> <li>McMinnville</li> <li>Newberg</li> <li>Dayton</li> </ul>	<ol style="list-style-type: none"> <li>Quality of program: Routines, safe adults, licensed and certified, educational programming, and quality relationships.</li> <li>Low staff to child ratio.</li> <li>Nutrition program: Food that is nutritious and appealing to the child and reflective of the culture(s) of the children in the program.</li> </ol> <p>Additional considerations: Teaching style; bilingual/bicultural providers.</p>
Children who are Geographically Isolated	<ul style="list-style-type: none"> <li>Sheridan</li> <li>Willamina</li> <li>Grande Ronde</li> </ul>	<ol style="list-style-type: none"> <li>Quality of program: Routines, safe adults, licensed and certified, educational programming, and quality relationships.</li> <li>Low staff to child ratio.</li> <li>Teaching style.</li> </ol> <p>Additional considerations: Discipline methods; shared values/trust.</p>
Children with Diagnosed Developmental Delays	<ul style="list-style-type: none"> <li>McMinnville</li> <li>Newberg</li> <li>West Valley</li> <li>Dayton</li> <li>Yamhill-Carlton</li> </ul>	<ol style="list-style-type: none"> <li>Activity program that provides physical exercise and opportunities for brain development.</li> <li>Quality of program: Routines, safe adults, licensed and certified, educational programming, and quality relationships.</li> <li>Low staff to child ratio.</li> </ol> <p>Additional considerations: Parental involvement both in the classroom and at home through clear communication.</p>