



OREGON PRE-KINDERGARTEN PROGRAM GRANT MANUAL

Program Year 2020-21
Version 1.0 (August 2020)



Oregon Early Learning Division
<https://oregonearlylearning.com>

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Program Overview

The Early Learning Division (ELD) operates programs for children birth-to-five and their families. These programs prioritize offering high-quality early care and education services to families who face economic challenges and who long-standing inequities related to race and ethnicity most effect.

The Oregon Pre-Kindergarten (OPK) program is a comprehensive preschool program modeled after the federal Head Start program for children prenatal to five years old. OPK serves families living at or below 100 percent of the Federal Poverty Level. The OPK program is delivered in a variety of settings including centers, homes, and schools.

About this Grant Manual

This Grant Manual provides an overview of program requirements and explains the ELD's expectations of you in administering OPK program. It contains information and instructions you need to successfully perform the work for which you are awarded Grant Funds. This Grant Manual does not replace the Grant Agreement, but further explains the requirements that are part of this agreement.

The Grant Agreement is the binding legal document between the ELD and the Grantee which contains the description of the work and the terms and conditions that govern the work you are performing for the ELD.

The intended audience for this Grant Manual is Grantee staff who are responsible for enrolling and serving children, maintaining required documentation, submitting program reports, budgets and fiscal information.

Point of Contact

You are encouraged to have regular and frequent contact with ELD staff listed below for all questions related to the program. The Grant Manager will be your primary contact for implementation of the terms and conditions of your grant agreement, including budget, payments, and reports. In addition, the Grant Manager will audit grant requirements and project expenditures. The Program Manager will be the primary point of contact to provide program technical assistance for any of the program quality requirements for Oregon Pre-Kindergarten; the Program Manager will also review and approve any subcontracting.

Grant Manager

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Salem, OR 97301
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opk@state.or.us

Program Managers

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Salem, OR 97301
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Budget Guidance

You are required to submit a detailed budget to ELD using the template/tools provided to you by ELD staff. Your budget must be submitted and approved by the ELD Grant Manager within 60 days of the executed Grant Agreement.

Making adjustments (increases or decreases) to budget categories after the budget is approved requires a budget revision. Revisions to the approved budget categories exceeding 10 percent or \$25,000, whichever is less, must have a prior written approval by ELD. To request a budget revision, you must submit a detailed explanation for the requested budget adjustment to the ELD Grant Manager listed in this manual and obtain ELD's written approval prior to the expenditure. Budget adjustments below the specified threshold may be done without the prior approval by ELD.

You must also request ELD approval for equipment or purchase of capital assets \$5,000 or more prior to expenditure of Grant Funds. Your requests to approve the purchase must include a narrative justifying the need and describing the benefits.

Your budget must:

1. Limit Administrative costs to 15 percent of your total budget. If both administrative and indirect costs are charged, the administrative and indirect costs combined total may not exceed 15 percent of your total budget. Indirect costs are related to fiscal and human resource functions along with directing and managing the operations of your organization. Indirect costs must be budgeted as administrative costs.
2. Include an allocation for Professional Development and Training that is not less than 2.5 percent of the total budget.

You will report on the status of your budgeted expenditures to ELD quarterly as detailed in Progress Reports section of this manual.

Allowable and Disallowable Costs

The Grant Funds may only be used for costs that are reasonable, necessary and directly related to the project activities. It is up to your organization to determine whether the expenses are allowable.

Some examples of allowable and disallowable costs include:

Examples of Cost	Allowable
Building improvements (e.g., classrooms, playgrounds, etc.)	Yes
Classroom supplies and equipment to support quality and inclusion activities	Yes
Contractual/consultant costs (Professional Services)	Yes
Curriculum and assessment materials	Yes
Equipment and computers for program use	Yes
Food and meal preparation supplies for enrolled children	Yes
Health support services for enrolled children	Yes
Insurance and indemnification	Yes
Materials and supplies directly related to the program	Yes
Memberships in business, technical, and professional organizations	Yes
Meetings (e.g., food, rental of equipment/space, transportation);	Yes (if on travel status or would impose arduous conditions if not provided)
Printing and preparing publications, reports, manuals benefitting the program	Yes
Professional development and training	Yes
Rent/lease of space or vehicles	Yes
Salaries and fringe benefits for teachers, assistants/aides or other staff supporting the program	Yes
Transportation for children enrolled in the program;	Yes
Travel related to the program (may not exceed GSA rates without prior approval: www.gsa.gov)	Yes
Construction	No
Entertainment costs and any costs directly associated with such costs (e.g., alcohol, food, lodging, rentals, transportation, and gratuities)	No
Fines, penalties, damages, and other legal settlements	No
Fundraising, loans and investments management;	No
Memberships, goods or services for personal use	No
Political activities	No

Examples of Cost	Allowable
Promotional items, gifts, prizes, etc.	No
Purchase of land, buildings or vehicles	No

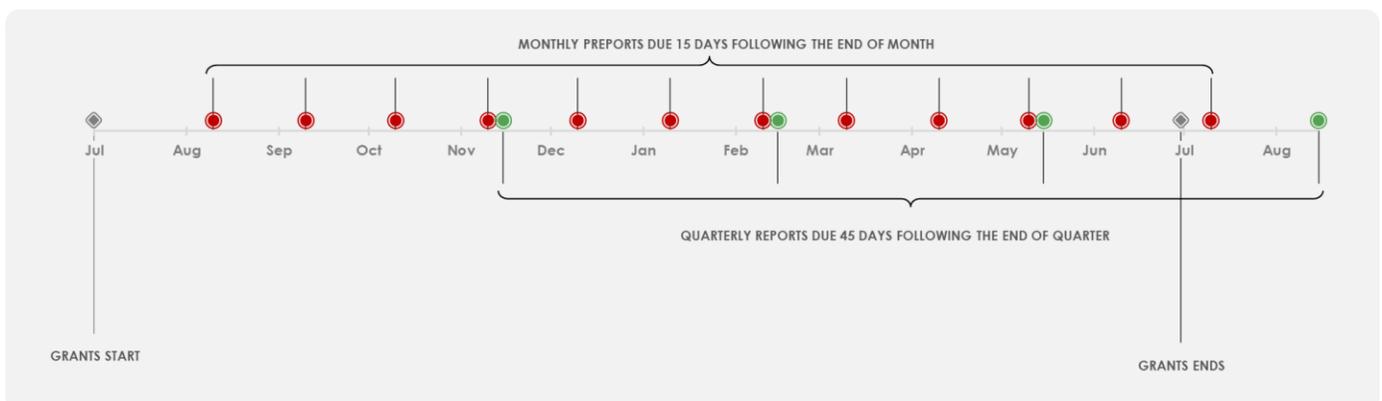
If you have questions about any of these cost categories, please contact ELD Grant Manager listed in this manual.

Progress Reports

As grant funds recipients you are required to report on progress and status of your grant to ELD using the tools/templates provided by the ELD. Your reports help ELD determine whether you are staying on track with grant agreement terms or experiencing issues that need to be addressed. This includes whether your spending is on track as well as if you're on track for all items within your scope of work.

All required reports must be submitted to ELD by the due date using the tools/templates provided by the ELD (see Appendices section of this Grant Manual for reporting tools/templates). If an unavoidable circumstance arises, you may submit a written deadline extension request to the ELD Grant Manager listed in this manual at least 5 business days prior to the report due date. Late submission without prior approval may impact fund dispersal.

Monthly reports are due the 15th of each month for the preceding month and quarterly reports are due 45 days following the end of each quarter. Quarterly reporting periods are July through September, October through December, January through March, and April through June. See Reporting Timeline below.



Payment Process

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

Before requesting payment, Grantees must be registered in EGMS. Instructions to register or to make changes to an existing registration can be found in the Appendix A of this manual.

You will be paid for the first quarter, July through September, within 30 days of the execution of your Grant Agreement. All subsequent payments will be made monthly pending submission and approval of required reports.

For information on how to submit a request for disbursement using EGMS, please refer to the EGMS External User Guide in the Appendix B of this manual. If you have issues or questions regarding your payment request, please contact the Grant Manager listed in this manual.

Under-enrollment and Un-opened Classrooms

Grantees are required to provide services to the number of children and families as specified in Exhibit A of the Grant Agreement. If your monthly progress report indicates you are serving below 97 percent of the target number of children and families shown in Exhibit A of the Grant Agreement for the previous 30 days, the ELD may take the following steps:

Under-enrollment

1. Within 30 days of a monthly report indicating enrollment below 97 percent of the target number, ELD will issue a written Notice of Under-enrollment to Grantee. The Notice of Under-enrollment will include:
 - a. The number of children and families the Grantee is required to serve according to Exhibit A of the Grant Agreement;
 - b. The number of children and families by which Grantee is short of the target number;
 - c. The steps the ELD will take over the next 60 days to monitor and enforce the terms of the Grant Agreement; and
 - d. Contacts and resources to access technical assistance intended to reach compliance with the Grant Agreement.
2. The ELD will evaluate the Grantee's progress through scheduled monthly reporting. At the next monthly report, 60 days following Grantee's initial monthly report of under-enrollment, ELD will take the following steps:

- a. If the Grantee can demonstrate it is serving at or above 97 percent of the requirement set forth in the Grant Agreement, no further action is needed.
 - b. If the Grantee cannot demonstrate it is serving at or above the 97 percent of the requirement, the ELD will notify Grantee that it must submit the following within 7 calendar days:
 - i. a corrective action plan describing how the Grantee plans to serve more children and families to reach compliance with the Grant Agreement; and
 - ii. how the Grantee will continue to operate if Grant Funds are reduced by an amount estimated by the ELD in the following year or remainder of the Performance Period.
3. The ELD will evaluate the Grantee's progress through the Grantee's monthly reporting. At the next monthly report, 90 days following Grantee's initial report of under-enrollment, ELD will take the following steps:
- a. If the Grantee can demonstrate it is providing services to the number of children and families specified in the Grant Agreement, no further action is needed.
 - b. If the Grantee still cannot demonstrate it is serving at or above the 97 percent of the requirement, the ELD will issue a written Notice of Chronic Under-enrollment to the Grantee. The ELD will continue to monitor and provide technical assistance to Grantee. The amount of Grant Funds disbursed under Grantee's Grant Agreement may be reduced in the next cycle to adjust for chronic under-enrollment.

Un-opened Classrooms

1. Within 30 days of receiving a monthly report indicating un-opened classroom(s), ELD will issue Notice of Under-enrollment to Grantee in writing for un-opened classroom(s) and funding will be suspended immediately for costs equivalent to the un-opened classroom(s). The Notice of Under-enrollment will include:
 - a. The number of children and families the Grantee is required to serve according to the terms of the Grant Agreement;
 - b. Planned number of classrooms compared to the actual classrooms reported by the Grantee in the Site and Service Workbook report;
 - c. The number of children and families not being served by the Grantee;
 - d. The steps the ELD will be taking over the next 60 days to monitor and enforce the terms of the Grant Agreement;
 - e. Contacts and resources to access technical assistance; and
 - f. ELD will notify Grantee that it must submit the following within 7 calendar days:
 - i. a corrective action plan describing how the Grantee plans to open the un-opened classroom(s) according to the Grant Agreement

- ii. how the Grantee will continue to operate should funds be reduced by an amount estimated by the ELD for the following grant year.
2. The ELD will evaluate the Grantee's progress towards opening planned classroom(s) and meeting enrollment targets through scheduled monthly reporting. At the next monthly report, 60 days following the initial report of under-enrollment, ELD will take the following steps:
 - a. If the Grantee has opened the classroom(s) and is providing service to the number of children and families served in the Grant Agreement, no further action is needed. ELD will reinstate payments to Grantee for the months the classrooms are opened.
 - b. If the Grantee still cannot demonstrate they have opened the required class room(s), the ELD will continue to monitor and provide technical assistance to Grantee.
3. The ELD will evaluate the Grantee's progress through scheduled monthly reporting. At the next monthly report, 90 days following the initial report of under-enrollment, ELD will take the following steps:
 - a. If the Grantee has opened the classroom(s) and is providing service to the number of children and families served in the Grant Agreement, no further action is needed. ELD will reinstate payments to Grantee for the months the classrooms are opened.
 - b. If the Grantee still cannot demonstrate they have opened the required class room(s), the ELD will issue a Notice of Chronic Under-enrollment to the Grantee.
 - c. The ELD will issue an amendment to the Grant Agreement to reduce the number of children and families served and the corresponding funding amount.
 - d. Grantee's Grant Agreement may be reduced in the next cycle to adjust for chronic under-enrollment.

Confidential Information

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

FERPA protects the privacy of student education records. Generally FERPA protected records may not be released without obtaining a signed, written consent from the parent or student, except for when student's records are released to Department of Education's officials for audit or evaluation purposes. Further, to protect this information from unauthorized or accidental disclosure sharing student records using email is strongly discouraged, unless encrypted.

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

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

Please visit <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> for more information or contact the ELD Grant Manager listed in this manual if you have additional questions.

Insurance

You are required to maintain insurance at levels specified in the Grant Agreement, Exhibit B throughout the duration of the Grant Agreement. You are also required to ensure that all your subcontractors involved in carrying out any activities funded by the Grant Agreement obtain and maintain appropriate insurance throughout the duration of their work in accordance with the Grant Agreement, Exhibit B.

Equity Objectives

In performing Project activities funded by this program, you are required to further ELD's equity goals by carrying out the equity objectives described in the Grant Agreement, Exhibit C and Appendix C of this manual.

In addition, you and your staff who serve children and families funded by this program must complete equity training provided by the ELD by May 31, 2021. The training will be available early next year. ELD will notify you in advance as more details about the training become available.

Subcontracting

Grantees may subcontract for certain services. These include transportation, food preparation, janitorial services, bookkeeping, staff training, and teaching services. You may not subcontract the totality of your program and all subcontracts will need to be approved by the ELD Program Manager as described in this section. If you subcontract out any portion of your grant-funded

services you remain responsible for ensuring your subcontractors adhere to all program guidance and requirements, including providing monitoring and technical assistance.

You must submit a request in writing to the ELD Program Manager listed in this manual for approval to subcontract.

The request to subcontract must include:

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

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

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

Monitoring

Monitoring is used to determine your level of compliance with the requirements of the program, adherence to applicable laws and regulations, and to measure progress towards accomplishing results and outcomes of the program. Monitoring includes an assessment of documentation and data you maintain; obtaining information through interviews, observations and evaluations, fiscal oversight and announced and unannounced site visits.

The Oregon Prekindergarten and Prenatal to Three program aligns with the monitoring protocols developed by the Office of Head Start (OHS). The Office of Head Start (OHS) and the Early Learning Division use The Head Start Monitoring System to measure the performance and accountability of Head Start programs, and assess Grantee compliance with the [Head Start Program Performance Standards](#), the Head Start Act, and other regulations.

For programs that are funded both with federal Office of Head Start funds and Early Learning Division funds, the Early Learning Division and the Office of Head Start jointly assess program compliance with the [Head Start Program Performance Standards](#), the Head Start Act, and state regulations.

The Head Start Monitoring System provides OHS and the Early Learning Division a multi-year perspective on Grantee operations with a focus on performance, progress, and compliance. It also provides Grantees opportunities for continuous improvement. The monitoring system includes on-site reviews, desk monitoring and disseminates findings through formal monitoring reports.

The ELD is responsible for the monitoring of OPK Grantees that do not receive funds through the federal Office of Head Start. The monitoring will assess Grantee compliance with the [Head Start Program Performance Standards](#), the Head Start Act, State of Oregon statutes, rules, policies, and other regulations.

Grantees are subject to an annual review to assess compliance with program quality standards, policies, and procedures. In addition, the ELD may conduct additional monitoring visits or request information on the quality of program at any time. Additional monitoring visits may occur as a result of complaints from staff or families, as a result of the annual monitoring visit, Office of Head Start monitoring results, or because of other concerns related to the quality of the program.

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

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

Grantee classroom reviews will only be conducted if all staff administering the program have been working in the program for at least 60 calendar days prior to the review. Additional monitoring visits may be conducted if at least one staff within the environment is replaced within the program year.

Grantee must make available to the ELD all budgetary information including back-up documentation for operating budgets submitted by Grantee to the ELD for the relevant time

period being audited. Grantee must return to ELD any funds determined to have been misspent, spent fraudulently, or not in accordance with grant guidelines.

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

At the discretion of the ELD, ELD staff or an independent third party contractor can conduct site visits to monitor through announced visits with at least 24 hour notice and unannounced visits with up to one hour notice. Grantees are required to cooperate with monitoring staff and/or contractors and make available for review all records necessary to complete the monitoring visit including, but not limited to the following:

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

Program Requirements

Eligibility

Grantees recruit from families within their service area using the Head Start Program Performance Standards. Eligible children are from prenatal to five years old, not eligible for kindergarten, and are deemed eligible for OPK based on factors such as family income below the federal poverty guideline, homelessness, receipt of public assistance (such as TANF or SSI), being a foster child, and other factors not listed here. For more details on determining, verifying, and documenting eligibility, please see 1302.12 of the Head Start Program Performance Standards.

Operating Requirements

Operating requirements for the Oregon Pre-Kindergarten program are based on the federal [Head Start Program Performance Standards](#) (HSPPS), [ORS 329.195](#), [OAR 414-460](#), and [State of Oregon Office of Child Care rules](#).

Planned Class Operations

Grantees must provide annual hours of planned class operations in accordance with the Head Start Program Performance Standards, based on the age grouping of children enrolled. Grantees must implement a service delivery calendar that meets, at minimum, the Head Start Program Performance Standards for service duration.

- a. Oregon Pre-Kindergarten (Prenatal to Three) must provide a minimum of 1,380 annual hours of planned class operations for all enrolled children during the program year.
- b. Oregon Pre-Kindergarten classes must operate for a minimum of 3.5 hours per day and 900 hours per year.
- c. Oregon Pre-Kindergarten Extended Duration must provide at least 1,020 annual hours of planned class operations over the course of at least eight months per year.

[1302.20 - 1302.24 of the Head Start Program Performance Standards](#) provides greater detail regarding planned class operations.

Grantees must be in compliance with all applicable state, local and federal laws, rules and regulations, including applicable licensing requirements, in order to participate in the Oregon Pre-Kindergarten Program. Grantees are required to notify the ELD within 5 business days of receiving any licensing, regulatory or compliance violations.

Group Size and Adult/Child Ratios

If a Grantee is a program licensed by the Office of Child Care, the classroom adult/child ratios cannot exceed the ratios for which the site is licensed. [1302.20 - 1302.24 of the Head Start Program Performance Standards](#) provides greater detail on ratios for specific program types.

Salaries

Lead teacher and assistant teachers' salaries are to follow the salary guidelines established by the Early Learning Council (see table – next page). Any changes to salaries that deviate from the approved program budget must be consented to by ELD.

		TARGET SALARY		MINIMUM SALARY	
LEAD TEACHER	QUALIFICATION LEVEL	10 MO. SALARY	HOURLY	ANNUAL	HOURLY
	Bachelor's Degree (BA)/ Registry Step 10	\$63,000	\$36	\$44,000	\$25
	Associate Degree (AA)/ Registry Step 9	\$54,000	\$31	\$38,000	\$22
	Child Development Associates (CDA) Credential / Registry Step 8	\$41,000	\$24	\$32,000	\$18

		TARGET SALARY		MINIMUM SALARY	
TEACHER ASSISTANT	QUALIFICATION LEVEL	10 MO. SALARY	HOURLY	ANNUAL	HOURLY
	Child Development Associates (CDA) Credential or above / Registry Step 7 or above	\$38,000	\$22	\$27,000	\$16
Registry Step Less than 7	\$32,000	\$18	\$21,000	\$12 <i>Unless local minimum wage is higher.</i>	

Grantees 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 activities or operations.

Supplanting

Oregon Pre-Kindergarten funding and programs are a supplement to, and must not supplant, Federal Head Start programs. Grantees may use their OPK funds for non-federal share based on the guidelines in the Head Start Program Performance Standards.

Support and Assistance

The ELD provides technical assistance and training to Grantees for the purposes of improving program quality, helping prepare children to succeed in school or any other function related directly to program administration. Both a Program Manager and Grant Manager are listed in the Point of Contact section of this manual and are available for questions.

In addition, the program requires that a minimum of 2.5 percent of the total budget is used for the training and professional development of staff.

Program Modifications

Modifications to program service delivery will be considered on a limited, temporary basis during the COVID-19 emergency. Plans should address any modifications to program requirements identified in this manual and the [Head Start Program Performance Standards](#); grantees will be required to report on any modifications quarterly.

Appendix A: EGMS Registration Instructions

Accessing Grant Funds

In order to access your grant funds, your early learning program must have a vendor number in the statewide payments system, an Oregon Department of Education (ODE) Institution ID, and must request Claim Administrator access to our Electronic Grant Management System (EGMS).

If you have not received a previous grant through the Oregon Department of Education, you will need to be entered into the systems before you can claim or receive payments. The following information will help you submit the documentation needed to complete your enrollment into the systems. Because there is more than one system that needs to be activated in order to process your grant funds for payment, we recommend completing these items in the following order:

1) Vendor Number –

In order to establish a state vendor number, you will need to submit a W-9 to the Oregon Department of Education, care of Kristie Miller.

W-9 in English – <https://www.irs.gov/pub/irs-pdf/fw9.pdf>

W-9 in Spanish – <https://www.irs.gov/pub/irs-pdf/fw9sp.pdf>

You may use one of two methods to submit this document:

1. US Postal Service Mail – If you are using the US Postal Service, please send your W-9 to:

Attention: Kristie Miller

RE: New ELD Grantee Vendor

Oregon Department of Education – Public Service Building

255 Capitol Street NE

Salem, OR 97310

2. Secure File Transfer – If you would like to submit a scanned copy of your W-9, you may use Secure File Transfer found at <https://district.ode.state.or.us/apps/xfers/> . Instructions for this process are listed at the end of this section.

All W-9 submissions for a new vendor number will need to include the following message written at the top of the W-9 form:

“I am submitting this W-9 as a new ELD grantee to be included in the vendor system.”

Failure to add this statement may result in your W-9 not being processed.

2) EGMS Access Request Form –

Complete the EGMS Access Request Form available here:

English –

https://district.ode.state.or.us/wma/apps/egrants/egms_access_request_form_rev20200610_fillable.pdf

Spanish –

<https://district.ode.state.or.us/wma/apps/egrants/formulario-de-solicitud-de-acceso-a-egms-20200610-rellenable.pdf>

This document requires a physical signature, but does not have to be an original document. If you do not have a scanner, you may take a photo of the document (please make sure it's legible) and submit the photo or a scanned EGMS Access Request Form.

Submit this with your Institution ID request (see below).

If you have questions on this form, please email ode.egms@state.or.us.

3) Institution ID –

Request an Institution ID or confirm that you already have one. To see if your organization already has an Institution ID, you may search for it here: <https://www.ode.state.or.us/institid/>.

If you do not have one, you will need to complete the online form located at <https://app.smartsheet.com/b/form/9f35bc8c0f8240b08c94542c9dd0503b> and attach your completed EGMS Access Request Form to this request.

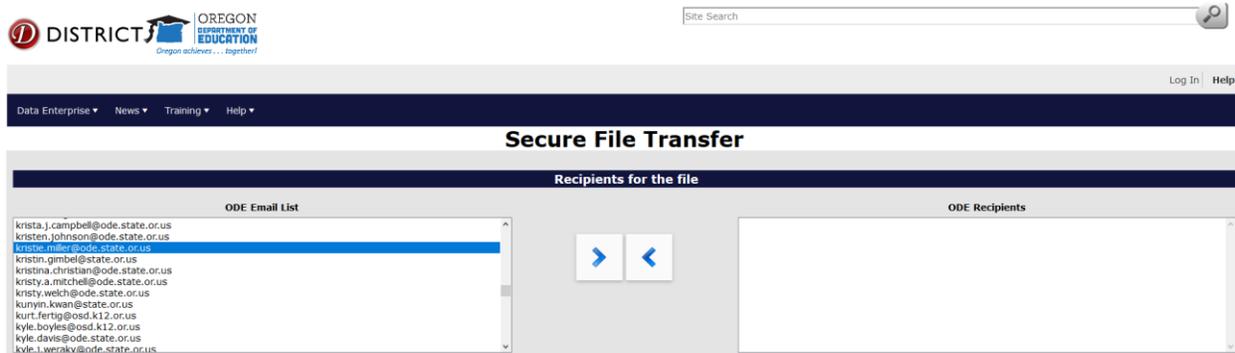
If you have questions about the online form, please contact ode.institutions-request@state.or.us.

You will be contacted if there are additional questions about any of your documentation for this process. Setting up your information in our databases may take up to 2 weeks. Because information has to be entered in multiple systems, grants cannot be fully set up in EGMS until this process is complete.

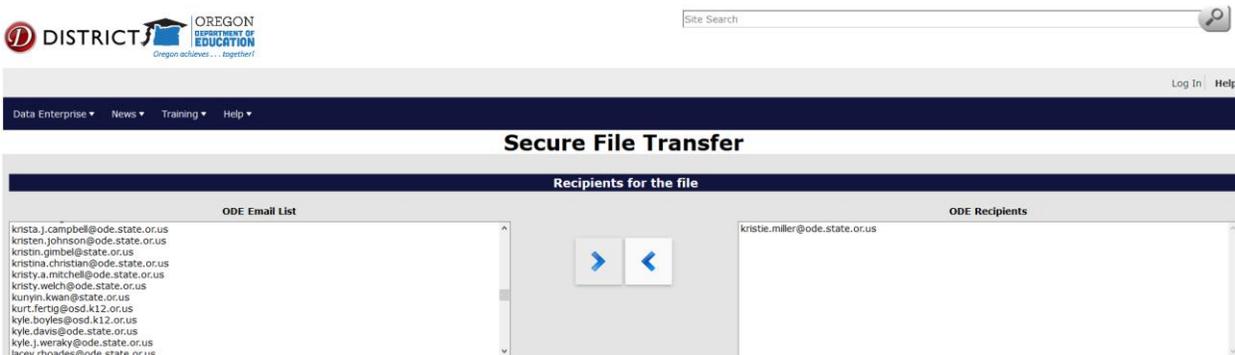
Secure File Transfer for Submitting W-9

To begin, use this link to go to the Oregon Department of Education site for Secure File Transfer <https://district.ode.state.or.us/apps/xfers/>.

On the left hand side, select kristie.miller@ode.state.or.us from the ODE Email List. Then click on the right pointing button to add the name to the ODE Recipients section.



You should now see kristie.miller@ode.state.or.us in the column on the right.



Next, enter your email address in the section Email of Person Sending the File.

Email of person sending the file

Enter your email address:

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

File being sent

Locate the file to send

(File size must be under 1 GB)

Allowed file types: .TXT, .DOC, .XLS, .XLSX, .PDF, .HTM, .HTML, .ASP, .ASPX, .PPT, .PPTX, .PPSX, .CSV, .GIF, .JPG, .JPEG, .ZIP, .DAT, .MDB, .XML, .SHF, .DBF, .DOCX, .PPS, .MSG, .MP3, .MP4

Once you have completed the upload, you will need to enter the message “I am submitting this W-9 as a new ELD grantee to be included in the vendor system” in the Message to Accompany File section.

Message to accompany file

Enter your message here

Once all of these steps are completed, click on the button marked Send File.

You will receive a copy verifying that your secure file transfer was submitted.

Appendix B: EGMS External User Guide

You may view the [guide](https://drive.google.com/file/d/1ls-mQb4CVXc0uikPRDOvgC-TVwanHWEM/view?usp=sharing) at <https://drive.google.com/file/d/1ls-mQb4CVXc0uikPRDOvgC-TVwanHWEM/view?usp=sharing>.

Appendix C: Agency's Equity Goals and Objectives

EQUITY GOALS

All of Agency's work is in service to children, families and communities to support all of Oregon's young children and families to learn and thrive.

Agency knows that communities represent Oregon's best opportunity to improve educational outcomes. Strength-based approaches and Asset-based Mindsets will support Agency's efforts to operationalize equity. Agency recognizes that in order for each and every child and family to learn and thrive, they must be provided with differentiated, person-centered resources and support.

Agency supports culturally responsive services that are respectful of, and relevant to, the beliefs, practices, culture, and linguistic needs of diverse consumer and client populations and communities. Cultural responsiveness refers to the capacity to respond to the issues of diverse communities. It thus requires knowledge and capacity at different levels of intervention: systemic, organizational, professional and individual.

Grantee must carry out the following equity objectives when performing Project activities in furtherance of Agency equity goals.

EQUITY OBJECTIVES

1. Grantee's entire organization will work to build a climate that promotes acceptance, inclusion and respect of all individuals;
2. Grantee's staff must understand the communities they serve, in a non-static manner, including the communities' culture, values, norms, history, customs, and particularly types of discrimination, marginalization and exclusion they face in this country. Grantee must apply that knowledge to services it provides under this Grant in a responsive, non-limiting and non-stereotyping manner;
3. Whenever possible, Grantee must interact with program participants according to their preferred cultural norms including social greetings, family conventions, dietary preferences, welcoming culture, healing beliefs and spiritual needs;
4. Grantee's staff will engage in continuous learning about their own biases, assumptions and stereotypes that limit their ability to be culturally responsive, and to understand how these biases affect their work with program participants; and

5. Grantee will use data concerning needs, demographics and risks of the community in the determination of which populations to target and prioritize for program participation.
6. Grantee must require in any subcontract, purchase, or other agreement used to carry out the Project that the performing entity shall not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, marital status, national origin, political affiliation, or the presence of any sensory, mental, or physical disability.
7. Grantee must take affirmative action to ensure that applicants and employees are treated without discrimination because of their race, color, religion, age, sex, political affiliation, disability, or national origin. Such action shall include, but not be limited to, employment upgrading, demotion or transfer, recruitment and recruitment advertising, layoff or termination, rates of pay, or other forms of compensation and training.

EQUITY DEFINITIONS

Asset-based mindset: A mindset that focuses on seeing potential rather than deficits and draws upon the strengths of children, families, and communities to develop and enhance Grantee's services.

Strength-based approach: Policies, practice methods, and strategies that identify and draw upon the strengths of children, families, and communities to develop and enhance Grantee's services.

Historically Underserved Communities: Refers to communities that the Early Learning Council Equity Implementation Committee identified as African American, Asian and Pacific Islander, English Language Learners, Geographically Isolated, Immigrants and Refugees, Latino, Tribal Communities, and Children with Disabilities, Economic Disparities, or of Incarcerated Parents/Parental Figures.