



PRESCHOOL
PROMISE

GUIDE FOR GRANTEES

Preschool Promise Quality Requirements Playbook

VERSION 1.0





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ABOUT START EARLY

Start Early was founded in 1982 as the Ounce of Prevention Fund, a nonprofit public-private partnership. Since the beginning, we have delivered best-in-class doula, home visiting and Early Head Start and Head Start programs and advocated for thoughtful policies and adequate funding at the local, state, and federal levels. Start Early continues to expand their reach across the country, working with other early childhood leaders, providing professional development opportunities and consulting with partners and advocates to stand up for all families and young children.

ABOUT PARTNERSHIP FOR PRE-KINDERGARTEN IMPROVEMENT

The Partnership for Pre-K Improvement (PPI) was launched in 2017 to learn together with states about how to build quality, equitable pre-K systems that ensure children succeed in school and in life. The initiative’s unique approach fosters partnerships across program, advocacy, and research organizations in support of a common vision for pre-K systems improvement. State partners are supported by national partners, who work together and in concert with other national and state program, advocacy and research partners. Start Early (formerly known as the Ounce) acts as the backbone organization, facilitating collaboration. The PPI grant ends June 2021.

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TABLE OF CONTENTS

▶ INTRODUCTION	2
How to use this playbook.....	3
▶ EFFECTIVE LEADERSHIP, COLLABORATION, AND PROFESSIONAL LEARNING	4
Program Mission & Vision	4
Continuous Quality Improvement	5
Leadership with Knowledge of Early Childhood.....	6
▶ SUPPORTIVE ENVIRONMENTS AND AMBITIOUS INSTRUCTION	8
Educational Programming.....	8
Curriculum	11
Program Environment	13
Inclusionary Practices.....	14
Supports for Dual Language Learners	19
Developmental Screening	22
Developmental Assessment.....	23
▶ FAMILY ENGAGEMENT.....	25
Family Engagement and parent Voice.....	25
Partnering with Families	26
Transition Supports	27
Quality Assessment.....	28
Class Size, Teacher-child Ratio and Staff Scheduling	29
Support and Assistance.....	29



► INTRODUCTION

Welcome to the grantee edition of the Preschool Promise Quality Playbook. In cooperation with [Start Early](#), the [Early Learning Division](#) (ELD) developed this guide for [Preschool Promise](#) grantees. Providers like you work to make sure that Preschool Promise delivers high-quality early education and care: *developmentally appropriate, inclusive, and culturally responsive*. You can use this guide to help improve the quality of the services you offer.

Working with your Quality Improvement Specialist and/or your instructional coach, this playbook should enhance and deepen your understanding of quality, inspire new goals and topics to explore, and plan how to make your early learning program even better. As early education professionals, you will likely be familiar with the many topics found in this guide. Some of what you read here may be newer to you or help you think about your program differently. You can use this guide to identify what Preschool Promise quality practices look like and develop strategies to strengthen your program delivery. The playbook can also help you recognize weaker areas in your program and take steps to tackle them effectively.

Please remember that we wrote this guide neither as a monitoring tool nor a checklist to make sure you are meeting grant requirements. If you feel uncertain about how to meet minimum requirements, please refer to the [grant agreement](#), [grant manual](#), and other implementation resources distributed by the ELD. If you are stuck, confer with your Preschool Promise program team by contacting psp@state.or.us.

At the ELD, we value you as a Preschool Promise grantee, and we share your commitment to helping children be ready for success in school and life. We hope you find this guide helpful in your work.

▶ HOW TO USE THIS PLAYBOOK

The Preschool Promise Quality Requirements Playbook is aligned to the Preschool Promise Grant Manual and organized by the same sections and requirements. However, please note that the following sections **are not** fully covered in this Quality playbook Staff Qualifications, Business/Organizational Practices, and Waivers. Information on these requirements can be found in the Preschool Promise Grant Manual, and technical assistance on these requirements can be accessed through the Early Learning Division.

The content is structured by the following questions:



What does the Preschool Promise Program require of the provider?

- The requirement from the Preschool Promise Grant Manual is restated here to ground understanding of the quality practices, and for ease, so all the information can be found in one place.



What does this requirement look like in practice

- More detail on what the requirement looks like in practice when implemented with high quality is included here. These best practices are meant to articulate the requirements of Preschool Promise and do not serve as additional requirements.
- It is important to note that in Oregon's mixed delivery system, requirements may look different from setting to setting. Quality Improvement Specialists and Coaches will need to engage in additional conversation and exploration to understand each program, and how the quality requirements can best be met in the current setting. This will allow supports to be appropriate scaffolded. There are a variety of prompts provided in this section for each requirement to support this conversation in the next section.



What are the related Spark Standards?

- Related Spark standards are included here to help Quality Improvement Specialists and Coaches make connections between Preschool Promise and Spark.
- To learn more about the details of these standards, see the [Spark Standards for Family Based Child Care Programs](#) and [Spark Standards for Center Based Child Care Programs](#).

Resource List

A searchable library of resources aligned with these requirements is available here, on the Preschool Promise SharePoint [site](#). This resource list, like this playbook, will be updated regularly to reflect our continued learning and experience of the implementation of Preschool Promise, feedback from early learning communities, and especially, to better align this playbook and the resource list with the Early Learning Division's commitment to equity and anti-racist practices.



▶ EFFECTIVE LEADERSHIP, COLLABORATION, AND PROFESSIONAL LEARNING

▶ PROGRAM MISSION & VISION



What does the Preschool Promise Program require of the provider?

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



What does this requirement look like in practice?

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



What are the related Spark Standards?

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

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

Standard AB2- The program assures a professional working climate.

▶ CONTINUOUS QUALITY IMPROVEMENT



What does the Preschool Promise Program require of the provider?

All PSP Grantees, including staff, must participate in required training and technical assistance. This includes coaching, technical assistance, and trainings provided by the Child Care Resource and Referral agency for Preschool Promise Grantees. These activities will focus on assessing and improving the ability of Grantees to meet PSP standards. Consultation and/or coaching may include, but is not limited to:

- program assessment (both self-assessment and/or evaluation from an outside observer);
- completion of a continuous quality improvement plan;
- technical assistance on business practices;
- professional learning supports on implementing curriculum; or
- participation in a Preschool Promise Focused Child Care Network.

As stated in the Support and Assistance section of the Preschool Promise Grant Manual, a minimum of 20 hours of professional development is required. (ELD Preschool Promise Grant Manual.



What does this requirement look like in practice?

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

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

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



What are the related Spark Standards?

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

▶ LEADERSHIP WITH KNOWLEDGE OF EARLY CHILDHOOD



What does the Preschool Promise Program require of the provider?

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

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



What does this requirement look like in practice?

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

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

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

- Ensures teachers and teacher assistants have adequate paid protected time in their schedules each week to collaboratively develop inclusive instructional plans, complete formative assessments, and engage with families.
- Ensures teachers and teacher assistants have paid time to participate in professional development opportunities regularly and meet annual professional development requirements (see [“Support and Assistance” on page 29](#)).
- Creates and maintains an atmosphere that is nurturing and supportive of staff,
- Models professionalism and conveys high expectations for all staff,
- Maintains regular communication with staff,

- Promotes open dialogue about successes and challenges and problem-solves implementation issues with staff,
- Involves staff in decision making,
- Provides meaningful staff leadership opportunities,
- Provides strengths-based performance feedback and reflective supervision to improve practice, and
- Regularly solicits feedback from staff to improve organizational culture and climate.

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

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



What are the related Spark Standards?

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

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



▶ SUPPORTIVE ENVIRONMENTS AND AMBITIOUS INSTRUCTION

▶ EDUCATIONAL PROGRAMMING



What does the **Preschool Promise Program** require of the provider?

Preschool Promise grantees must collect and implement research-based educational programming aligned to [Oregon's Early Learning and Kindergarten Guidelines](#).

Educational programming should include, but is not limited to:

- established routines,
- intentional environments that are developmentally appropriate,
- culturally responsive child experiences, and
- scaffolding supports designed to sequence learning of new concepts and skills.



What does this requirement look like in practice?

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

- Indoor and outdoor activities, weather permitting,
- Teacher-initiated and child-initiated activities,
- Individual, small group and large group activities,
 - Large group activities are kept to a short, age-appropriate length of time. Children are not required to participate, and alternative activities are available to them.
- Quiet and active play times,
- Minimal transitions with ample time for meaningful, in depth engagement in exploration and learning,
- Smooth transitions organized to minimize wait times and that incorporate activities to support learning and development,

- At least one regularly scheduled rest period in the afternoon or when children are likely to be tired (See sample daily schedules and resource list for additional guidance),
 - Children who do not sleep are provided with an alternative quiet activity.
 - Space for rest time is conducive to napping (e.g., dim lights, quiet atmosphere, soft music, etc.).
- Meals and snacks that meet children’s needs and support their learning and development, served in compliance with Child and Adult Care Food Program requirements.

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

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

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

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



What are the related Spark Standards?

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

LD4- The program provides appropriate indoor furnishings that support children’s learning and development.

LD5- The program provides appropriate and well-maintained outdoor gross motor area with equipment. LD6- The program uses materials that support children’s learning and development.

LD8- The program uses daily routines that support children’s learning and development.

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



CURRICULUM



What does the Preschool Promise Program require of the provider?

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

- aligned with Oregon’s Early Learning and Kindergarten Guidelines,
- based on the science of child development and how young children learn,
- culturally and linguistic responsive,
- balanced with adult-directed and child-initiated activities,
- specifies outcomes for key areas of development,
- allows for adaptability to build on children’s’ interests,
- explores topics that are relevant to the school community,
- designed to provide specialized and individualized instruction for child with a disability, and
- support positive adult-child interactions.

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

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

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



What does this requirement look like in practice?

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

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

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

Each Preschool Promise program has clear learning plans designed to facilitate each child's learning and development. Language, literacy, math, science, and social studies are integrated throughout. The curriculum emphasizes play-based learning, including opportunities for learning through free play, child directed play experiences with some adult guidance and scaffolding toward learning objectives, and teacher-directed playful experiences. Children's individual social emotional, physical, language and literacy and cognitive development are all considered by the teachers as they plan activities. The curriculum supports individualized instruction for children with a range of abilities and includes methods for inclusion of children experiencing disabilities.

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

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

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

Examples of Preschool Curricula:

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

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

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

Examples of Preschool Curricula for Family Child Care Programs:

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

The program supports effective curriculum implementation by:

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



What are the related Spark Standards?

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

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

▶ PROGRAM ENVIRONMENT



What does the Preschool Promise Program require of the provider?

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

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

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



What does this requirement look like in practice?

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

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



What are the related Spark Standards?

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

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

▶ INCLUSIONARY PRACTICES



What does the Preschool Promise Program require of the provider?

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

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

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

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

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

- Observations of initial and ongoing challenging behaviors.
- Communication and collaboration procedure with parents/legal guardian, including participation of the parents/legal guardian in planning and decision-making.
- Consultation with the local ECSE provider.
- Consultation with the local Child Care Resource and Referral agency, Early Learning Hub

Written consent of parents/legal guardian, as required, to consult and collaborate with:

- Local ESCE provider,
- Inclusive Partners,
- Child Care Resource & Referral agency,
- Early Learning Hub,
- Other community services (if available and deemed appropriate) such as a mental health consultant,
- Child's health care provider, and
- Other specialists as needed.

Identification of a strategy to utilize additional resources and to support sustaining attendance and placement.

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

Planned transitions to settings that better meet the child's and/or family/guardian's needs are not considered an expulsion and documentation of parent/guardian's decision to transition child is required alongside the documentation outlined above.

The policy must take into consideration:

1. Limitations on suspension:

- A. A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.
- B. A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
- C. Before a program determines whether a temporary suspension is necessary, a program must collaborate with the parents and consult with its local Child Care Resource and Referral agency, Early Learning Hub, and Early Intervention/Early Childhood Special Education, using their processes and utilizing additional resources as needed to determine if no other reasonable option is appropriate
- D. If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:
 - a. Continuing to engage with the parents and any other necessary supports for the child;
 - b. Developing a written plan to document the action and supports that will be provided;
 - c. Providing services that include home visits; and,
 - d. Determining whether a referral to a local agency responsible for implementing special education services is appropriate.

2. Prohibition on expulsion:

- A. Grantee must follow the steps above to collaborate with the parents and consult with its local Child Care Resource and Referral agency to maintain a child's placement in PSP.
- B. When child exhibits persistent and serious challenging behaviors, a program must explore all possible options and document all steps taken to address such problems, and facilitate the child's safe participation in the program.

- C. Before considering an alternative placement for the child, the provider must consider the capacity of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program, on the basis of disability and if the child has an individualized family service plan (IFSP), the program must consult with the agency responsible for the IFSP to ensure the child receives the needed support services.
 - D. If the child does not have an IFSP, the program must receive parental consent to refer the child to the local agency responsible for implementing IDEA to determine the child's eligibility for services. If, after a program has explored all possible steps and documented all steps taken as described above, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant (if appropriate and available) determines that the child's continued enrollment presents a serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities and the Early Learning Hub to directly facilitate the transition of the child to a more appropriate placement.
3. Data Collection
The Program must have procedures to collect and track data that includes but is not limited to:
 - A. Number of children who left the program during the program year,
 - B. Number of planned transitions to other programs due to children's behaviors,
 - C. Number of temporary removals or suspensions due to safety threats, and
 - D. Ability to disaggregate data by race/ethnicity, age, gender, language, and disability.



What does this requirement look like in practice?

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

Teachers and other program staff seek to understand, build upon, and support child and family strengths, cultural and community assets. A developmental assessment is conducted for every child. Teachers have high expectations for every child, and individualized supports as needed, are provided to meet those expectations. Accommodations for differing abilities are made, and resources are allocated to promote inclusive and equitable opportunities and outcomes. Preschool Promise programs make reasonable accommodations for children identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) and work in partnership with the local early childhood special education (ECSE) provider and parent to appropriately support each child's development.

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

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

The grantee recognizes that children who have experienced trauma may not follow a typical developmental progression, particularly in the domains of social and emotional development, and often are challenged by overly stimulating environments. There may be certain experiences, words, people, or activities that cause extreme stress for children who have experienced trauma. Consistent routines, and an intentional and positive approach to addressing challenging behaviors, are understood to be essential for all children, and particularly for children who have experienced trauma.

The program also intentionally supports children with special needs to ensure meaningful inclusion and learning, which is demonstrated in the following ways:

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

Type	Support
Developmental Assessments	<ul style="list-style-type: none"> The program also uses assessment results (aggregated for the program and disaggregated by subgroups such as dual language learners and children with special needs) to inform professional learning, continuous improvement, and other decisions.
Family Engagement, Parent Voice and Partnering with Families	<ul style="list-style-type: none"> The program works with the family to understand the Individualized Family Service Plan (IFSP) goals and support services.
Transition Supports	<ul style="list-style-type: none"> During children’s transition to kindergarten, families are supported in preparing to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with special needs and Dual Language Learners (DLLs).



What are the related Spark Standards?

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

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

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

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

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

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

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

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

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

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

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

▶ SUPPORTS FOR DUAL LANGUAGE LEARNERS



What does the Preschool Promise Program require of the provider?

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.

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

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

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



What does this requirement look like in practice?

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

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

Type	Support
Mission, Vision, and Philosophy	<ul style="list-style-type: none"> ▪ The mission, vision and philosophy describe how each child's individual learning and development is supported through culturally, <i>linguistically</i>, and developmentally <i>responsive practices, including Dual Language Learners (DLLs)</i> and children with developmental delays and disabilities

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

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



What are the related Spark Standards?

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

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

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

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

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

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

▶ DEVELOPMENTAL SCREENING



What does the Preschool Promise Program require of the provider?

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



What does this requirement look like in practice?

- This requirement may be fully met by providers conducting the developmental screening on their own, or through partnerships - including with Hubs, Coordinated Care Organizations (CCOs), Early Intervention/Early Childhood Special Education programs and Head Start partners.
- Whether the provider conducts the screening on their own or it is conducted through a partnership:
 - The screening process includes use of research-based, culturally and linguistically responsive developmental screening tool(s) and practices and incorporates the input of families.
 - A home language questionnaire is completed at enrollment to determine the child's home language and the preferred language of communication for families.
 - For dual language learners, the developmental screening is administered in a child's home language by bilingual staff, or through an interpreter together with qualified and trained staff.
 - The screening results are shared with parents in writing and verbally, in the preferred language of the family.
- When screening results indicate a potential concern, the program shall refer the family to the Local Education Agency for IDEA Part B (EI/ECSE) for a formal evaluation and provide support to the family through the evaluation process.



What are the related Spark Standards?

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

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

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

▶ DEVELOPMENTAL ASSESSMENT



What does the Preschool Promise Program require of the provider?

Grantees must conduct ongoing formative assessments of each child at least three times during the program year. Programs must choose a formative developmental assessment tool that aligns with all developmental domains and indicators in Oregon's Early Learning and Kindergarten Guidelines. Assessment data must be used to create individual, small group and large group activity plans. Individual child outcomes should be shared with parent/guardian at Parent and Teacher conferences.

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



What does this requirement look like in practice?

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

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

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

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

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

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

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

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

Grantees have an assessment plan, which outlines:

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

Please Note: Providers are invited access Teaching Strategies GOLD, as part of an umbrella agreement the Early Learning Division. Usage of TSG is not required by the Preschool Promise grant.



What are the related Spark Standards?

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



► FAMILY ENGAGEMENT

► FAMILY ENGAGEMENT AND PARENT VOICE



What does the Preschool Promise Program require of the provider?

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

- parents as partners in a child’s learning and development;
- creates a sense of welcoming for all families; and
- includes family leaders in decisions related to program design and implementation.

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



What does this requirement look like in practice?

- Family partnership activities are offered in a variety of ways throughout the program year and are connected to student learning and development.
- Families work with the provider to plan social and learning events for all families enrolled throughout the year.
- The program develops consistent, transparent protocols and processes and shares them with families using a parent handbook prior to or on the first day of their child’s attendance in the program.
- The program honors and recognizes families’ existing knowledge, skills, and perspectives.
- The program ensures positive, two-way communication methods in which meaningful content is consistently shared in a variety of ways (e.g., face to face meetings, text, email, voicemail, notes, charts, etc.)
- Family partnership activities are planned collaboratively with families and are connected to student learning and development.



What are the related Spark Standards?

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

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

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

▶ PARTNERING WITH FAMILIES



What does the Preschool Promise Program require of the provider?

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

Grantee must provide an orientation for all families enrolled in the program no later than 30 days from the date the child first attends the program and prior to the first Parent and Teacher conference.

Grantee must offer families a minimum of three Parent and Teacher Conferences annually.

Ongoing communication with families should include conversation regarding child's daily activities, social interactions, home life, health and attendance, including any barriers to consistent and regular attendance in the Preschool Promise Program.

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



What does this requirement look like in practice?

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

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



What are the related Spark Standards?

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

▶ TRANSITION SUPPORTS



What does the Preschool Promise Program require of the provider?

Grantees should support families of enrolled children during transitions to other early learning settings, including kindergarten.

Grantees must document transition plans; transition plans must include evidence of parent involvement.



What does this requirement look like in practice?

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

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

- Understanding practices to effectively provide academic and social support for their children during their transition.
- Communicating with teachers and other personnel in the new setting during the transition period so that they can participate in decisions related to their children's education.

During children's transition to kindergarten, families are supported in:

- Understanding and navigating the kindergarten registration process.
- Gathering and understanding the information about their child that will be important to share with their kindergarten teacher.
- Preparing to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with special needs and Dual Language Learners (DLLs).

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



What are the related Spark Standards?

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

▶ QUALITY ASSESSMENT



What does the Preschool Promise Program require of the provider?

Grantees are required to participate in all ELD funded evaluation and monitoring of the Preschool Promise program including, but not limited to CLASS™ observations and Environment Rating Scale observations. This includes providing information to evaluators as requested, ensuring staff are available to meet with evaluators and responding to evaluators' requests.



What does this requirement look like in practice?

Participating in ELD funded evaluation and monitoring includes:

- Participating in scheduling the quality assessment site visits and observations, potentially with little notice.
- Participating in unannounced quality assessment visits.¹
- Providing access to all learning environments for observation (in person, live virtual or pre-recorded virtual).
- Making available for review all records related to the Preschool Promise Program.
- Verifying that the site visit report(s) are received.

Provide upon request data related to quality assessments, including but not limited to CLASS and ERS. Quality assessments will be conducted by outside assessors, as contracted by ELD.

Teachers and leaders can prepare for quality assessment by learning more about the classroom observation tools that may be used. For example, The Research Institute offers free Introduction to ERS trainings. Teachers and leaders may be trained and use these tools on their own to do informal observations in between ELD evaluation visits to inform professional learning and continuous quality improvement. Preschool Promise Specialists, Coaches and Programs can use tools such as Essential Fellowship to look at quality assessment data to develop a CQI plan. This plan is used to support CQI budget planning and professional development for staff.

Following the quality assessment, teachers and leaders use the information from the quality assessment collaboratively to address any non-compliance issues and to inform continuous quality improvement plans and processes. (see Continuous Quality Improvement on page 2)



What are the related Spark Standards?

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

¹ Please note: During the COVID-19 public health crisis, these visits may be conducted virtually. Alternatively, programs may be asked to submit video recordings of daily interactions and teaching with children for the purposing of evaluation and continuous quality improvement. Programs will need a photo release for each child represented.

▶ CLASS SIZE, TEACHER-CHILD RATIO AND STAFF SCHEDULING



What does the Preschool Promise Program require of the provider?

Maximum class size of 18 with an adult to child ratio of 1:9. Grantees must comply with specified ratios during all direct service hours of the Preschool Promise Program. A lead teacher and a teacher assistant must be assigned to each Preschool Promise Program class regardless of provider type.

Grantees must maintain staff and child attendance sign-in sheets in the Preschool Promise classroom, and must use a sign-in sheet that meets applicable regulatory requirements.

Preschool Promise teaching staff may not be assigned to more than one Preschool Promise Program session.

Grantees must notify ELD in writing within 14 calendar days of any material staffing changes or extended leaves lasting longer than 21 calendar days including, but not limited to changes in Lead Teacher and Assistant Teacher.



What does this requirement look like in practice?

- Staffing schedule is organized to ensure consistent 1:10 staff to child ratio. A waiver to class size may be requested of the ELD Program Manager for special circumstances using the waiver process identified in the Grant Manual. Waiver approval information will be shared with CCR&Rs and Early Learning Hubs.
- Provider has clear plans for addressing staff vacations, sick days, etc.
- Program policy or written description of how the program establishes and maintains a consistent caregiver for children.
- Implementing staffing structure that ensure staff have protected time for planning, family communication, evaluations, and other administrative tasks. (See Leadership Section)



What are the related Spark Standards?

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

▶ SUPPORT AND ASSISTANCE



What does the Preschool Promise Program require of the provider?

The ELD provides support to Grantees for the purposes of improving program quality, helping prepare children to succeed in school, or any other function related directly to grant administration. Communication is the key to an effective and efficient grant process. Please be sure to keep your contact information current with ELD grant staff and local partners so that information sent by ELD and partners reach the correct individuals. You are encouraged to have regular and frequent contact with ELD grant and program staff and local partners.

State Support

The Grant Manager role is to provide information related to the following: budget, budget revisions, allowable and unallowable costs, payment information, help with EGMS access and claims, reports and audits. In addition, the Grant Manager will audit grant requirements and project expenditures that you submit. The Program Manager will be the primary point of contact for program quality requirements and service delivery for Preschool Promise; the Program Manager will also review and approve any subcontracting and program waivers. ELD contact information and support tools:



Email:

psp@ode.oregon.gov



Helpline:

503.856.2895



SharePoint Site:

<https://odemail.sharepoint.com/sites/PreschoolPromiseHub>



YouTube Channel:

<https://www.youtube.com/playlist?list=PLAB5luO3GasbB8MHF9G-hbQ2pCNP0TMBa>

Local Support

Child Care Resource & Referral (CCR&R)

ELD will designate a Preschool Promise Quality Improvement Specialist and a Coach at each Child Care Resource and Referral agency across the state. These positions will support Preschool Promise Grantees with coaching, technical assistance, and training for the purposes of improving program quality and helping prepare children to succeed in school.

Early Learning Hub

ELD will designate the lead entity to support Grantees in the recruitment, eligibility, selection and placement of Preschool Promise families. Each Early Learning Hub is assigned a Coordinated Enrollment Specialist responsible for connecting families to community resources and assisting Grantees with child and family referrals.



What does this requirement look like in practice?

- Preschool Promise providers ensure teaching staff and leaders participate in ongoing professional learning opportunities.
- Professional learning experiences are relevant for preschool program staff and aligned with professional competencies for their role.
- The program calendar includes pre-service and ongoing training days for staff and the program has a schedule for collaborative, job-embedded professional learning, such as coaching, mentoring, and peer learning groups.
- Teaching staff and leaders individual professional learning goals and plans that are:
 - Informed by data (e.g., classroom quality data, child progress data, performance evaluation, self-assessment) and
 - Linked to program or network improvement goals.

- The program seeks out and/or provides training and job-embedded professional learning experiences that use evidence-based strategies to effectively support adult learning and practice change, such as
 - Clear focused goals aligned to professional competencies,
 - Content linked to program curriculum and Oregon Early Learning Guidelines,
 - Opportunities to learn about and see real examples of exemplary practice,
 - Active engagement of all participants,
 - Structured activities or discussions,
 - Opportunities to apply practices, share progress, and receive feedback on practices,
 - Collective participation and collaboration with colleagues, and
 - Sufficient intensity and duration for achievement of the goals,
- For coaching, a specific coaching model is used.
- Leaders provide support to staff to apply professional learning to practice.
- Professional learning content is inclusive of all children and families.



What are the related Spark Standards?

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

AB4: In programs where there are multiple employees, the program promotes positive working relationships and professionalism. (This standard is n/for programs without multiple employees.)



PRESCHOOL
PROMISE