



# Early Learning Hub

*of Linn, Benton & Lincoln Counties*

Governing Board Packet January, 2016

Governing Board  
Early Learning Hub  
January 07, 2016  
[lblearlylearninghub.org](http://lblearlylearninghub.org)

## Packet Overview

In your Governing Board packet for January you will find the following information:

1. The Agenda
2. Coordinator's Report
3. Consent Items
  - a. December Meeting Minutes
4. Discussion Items
  - a. Parent Engagement Coordinator RFA – Board members will be provided with an overview of what we learned from the parent focus groups during our NWHF planning grant. We have been notified that we did not receive an implementation grant. The activities that were included in the grant application are focused on helping our Hub meet two of the Metrics listed under Goal 1: System Coordination. Hiring for this position was included in our 1 year work plan and will aid in moving the work forward without funding from the NWHF. This position would be funded from Hub Coordination funds and would be contracted to a partner agency for a shared position. The Board will need to approve this RFA before it can be released.
  - b. Kindergarten Partnership & Innovation Funds – In December a meeting was held with Superintendents to continue the discussion on the allocation of KPI funds. A funding formula had to be developed that ensured that small districts would receive enough funds to implement programing. The included proposal was reviewed during the meeting and later received approval from the Superintendents of all 12 districts. Each district will now need to submit a Scope of Work / Project Proposal and budget that align with the funding requirements. The Board will need to approve this funding formula before contracts can be executed.
  - c. Preschool Promise RFP – RFP included as separate attachment on BaseCamp.

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# Agenda

## Governing Board Members

Bill Hall, Co-Chair  
Lincoln County Commissioner

Julie Manning, Co-Chair  
Samaritan Health Services

Carolina Amador  
Benton Health Services

Marco Benavides  
Department of Human Services

DeAnn Brown  
Confederated Tribes of Siletz Indians

Rebecca Cohen  
Newport Public Library

Jeff Davis  
Linn-Benton Community College

Guadalupe Diaz  
Parent

Jim Golden  
Greater Albany Public Schools

Paula Grace  
Benton Community Foundation

Antonia Hernandez  
Parent

Stephany Koehne  
Kids & Company of Linn County

Tony Lewis  
Lewis, Hanson & Co

Mary McKay  
Linn Benton Lincoln  
Education Service District

Jennifer Moore  
United Way of Benton & Lincoln  
Counties

Anne Peltier  
Retired, Linn County Public Health

Bettina Schempf  
Old Mill Center

Paul Smith  
Strengthening Rural Families

Jeff Sheddon  
Linn County Health Department

Marc Thielman  
Alesha School District

Betsy Wilcox  
Lincoln County School District

Linell Wood  
Coastal Pediatric Associates



January 7, 2016  
2:00 – 4:00 PM  
Linn-Benton Community College  
6500 Pacific Blvd. SW  
Fireside Room, CC-211  
Albany, OR

Members of the public wanting to make public comment must sign in. Each individual speaker will have 3 minutes during the Public Comment portion of the Agenda.

- I. Roll Call
- II. Special Presentation
  - a. EL Hub Website Launch – LeAnne Trask
- III. Coordinator’s Report/EL Hub Updates
- IV. Consent Items
  - a. December Meeting Minutes
- V. Discussion Items
  - a. Parent Engagement Coordinator RFA – Lynn Hall
  - b. Kindergarten Partnership & Innovation Funds
  - c. Preschool Promise RFP
- VI. Public Comment
- VII. Next Meeting  
Western Title Building,  
Paula Sampson Conference Room (1st Floor)  
255 SW Coast Highway, Newport
- VIII. Adjournment

All members of the EL Hub Governing Board **must disclose** when they believe they have or may have a conflict of interest, and may participate in discussions that are leading to consensus. If, however, consensus cannot be reached and the group uses the fall-back voting process, the individual with the conflict of interest may not participate in that final vote.

## Coordinator's Report




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# January 2016

## COORDINATOR UPDATES:

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**Happy New Year Everyone!** Given that Hub staff were on Winter Recess beginning 12/18/15 and just returned on 1/5/16, this is a brief Coordinator update. ☺

**Early Learning Hub Contract:** We have been notified by the Early Learning Division that we can anticipate receiving our contract any day now. Contracts are in effect beginning January 1<sup>st</sup>.

**Metrics Action Teams / Work Group Day:** The next Work Group day will be held on January 13<sup>th</sup> at LBCC. This meeting will include all work groups together to review the Enhanced Strategic Plan & Work Plan. We will finalize how the groups will continue to meet moving forward with input from this meeting.

**Vroom:** We are thrilled to acknowledge that the Early Learning Hub of Linn, Benton & Lincoln Counties is a Vroom pilot site. The EL Hub will receive a \$10,000 grant to use toward the roll-out of Vroom in our community through staff support, events, additional program capacity, etc. In addition, we will also receive over \$15,000 in Vroom materials.

Vroom materials and messages empower caregivers as brain-builders. The Vroom digital app and tip cards provide everyday activities that are based in the science of brain development. Vroom is an effort to offer parents simple ideas to make better use of their time with their child. The Statesman Journal describes Vroom as "the human imagination put to work to help preschoolers develop their brains."

We are excited to begin rolling out these materials into the hands of caregivers in our community. We anticipate receiving our first order of materials by the end of the week.

**Northwest Health Foundation:** In mid-December we were notified that we were not awarded an implementation grant from the Northwest Health Foundation. I would like to acknowledge all the hard work that Lynn Hall put into the application. We are very excited about all we learned during our planning grant and are looking for alternative options to ensure that this important work continues.

**EL Hub Website:** This week we will launch the Hub website. We hope that our website will be a useful resource to partner agencies for contracting requirements, local information, and all that is going on in our Hub region.

## Consent Items

### Early Learning Hub of Linn, Benton and Lincoln Counties Governing Board Meeting Minutes

<b>MEETING COMMENCED</b>	2:00pm, December 10, 2015 LBCC Benton Center, Corvallis
<b>MEETING CALLED BY</b>	Julie Manning
<b>GOVERNING BOARD MEMBERS PRESENT</b>	Anne Peltier, Jerri Wolfe (proxy), Jennifer Moore, Jim Golden, Julie Manning, Guadalupe Diaz, Bettina Schempf, Paul Smith, Stephany Koehne, Linell Wood, Tony Lewis, Rebecca Cohen (remotely), Paula Grace, Jeff Sneddon, Tab Dansby, Bill Hall (remotely), Mary McKay, Mark Thielman
<b>VERSION</b>	Final
<b>RECORDED</b>	Yes

#### Agenda topics

<b>ROLL CALL</b>	December 10, 2015 Governing Board Meeting
Took a silent roll call of Board Members present.	

<b>SPECIAL PRESENTATION</b>	Parenting Education (Cyrel Gable)
Use the term "parenting" because we want to include everyone who are parents: grandparents, aunts, uncles, providers, etc.	
Parenting Educators may deliver services in one-on-one service (home visiting), or in a classroom. We also have a program called "Family Support and Connections" that work with high-risk parents, teaching them parenting skills.	
Parenting Educators teach interpersonal relations, discipline, etc.	
We have common goals with the Hub: stable and attached families, kids ready for Kindergarten.	
We want to help parents be their children's first teachers.	
Our beginning classes are "Live and Learn" classes, and these are the classes for parents of 0-5 year olds. We also have classes that are only for parents, and some for parents and children.	
Effective Parenting Education programs are demonstrated by research, decreased rates of abuse, increased rates of cognitive growth.	
The Parenting Success Network is a project that Linn-Benton Community College became involved with about 6 years ago. It is funded by Oregon Parenting Education Collaborative (OPEC) who have developed parenting education hubs throughout the state. Project includes collaborative programming, trying to fill the gaps in service in Linn and Benton Counties. Want to change parenting education norms so that there is no longer a stigma attached to it. We do lots of public awareness programs: movie theater advertising, magazines, billboards, posters, websites, bookmarks, etc. Our website contains a complete list of parenting education classes, including classes being taught by other organizations.	
The PSN and the Hub have exactly the same goals, and we want to be an effective partners.	
It is common in Washington for parenting education classes to be housed at the local colleges, but not so much in Oregon. Oregon uses a variety of different agencies.	
The Live and Learn classes have been going since 1973 in this area, including 5 co-op preschools.	
Who would a case manager contact in order to get information/referring to a parenting education classes? Family Connections fields all of our calls, but if the question is too much for them, they will walk them	

across the hall for additional help. In addition, all of our instructors have their bios on the website, so you can review their credentials.

<b>COORDINATOR'S REPORT</b>	Kristi May
Leadership Institute: First week of December was the final Leadership Institute class. Required to put together an Executive Summary of her experiences.	
EL Hub Contract: We anticipate having a fully executed contract prior to the start of 2016. We don't have it yet, but when we get it, it will be retroactive.	
Read for the Record: On Thursday, Oct. 22, we were able to sponsor 27 different agencies reading to over 1,100 children. The Governing Board was able to read to children at the Head Start Center at Linn-Benton Community College is located.	
Health and Early Learning Forum: conference was held in Portland. Oregon's CCOs and Early Learning Hubs got together for the first time. The NAZ video was presented (technical difficulties kept us from playing it – will put it on the website).	
KPI: Will be holding a Steering Committee meeting tomorrow at Linn-Benton Community College, working together to figure out what to do with this found money. Will hold a follow-up meeting in January. Money will be allocated to all 12 Districts (but not all 48 elementary schools), and the Districts must have a project that is in alignment with Hub metrics. Looking at catchment areas and the focus of each District.	
QRIS Update: Congratulations to Lincoln County Early Learning for being the first 5-star rated QRIS site in Lincoln County.	
ZROOM Sponsorship: Just found out that we were awarded a grant to sponsor the VROOM project in our Hub region. More information will be forthcoming and we will begin rolling out materials soon. Over \$25,000 will be available to us to coordinate this project.	

<b>COMMITTEE REPORTS</b>	Fiscal Oversight Committee
Highlights for the Month: Kudos for putting together a Funding Report to explain where funds come from and what they may be used for.	
Current month tells us that the phase of the financing is not normal because the contracting was out of whack.	
Committee discussed what their roles and responsibilities were, and agreed to continue to meet monthly for the next six months. We fill that our role is to ask questions and try to determine the trends in Hub financing.	
A biennium budget is also attached, including a financial statement.	
Identity Branding invoices are coming to Samaritan directly from the MAC, and the Hub hasn't seen those yet.	
The Budget Narrative explains what the operating funds actually pay for and how the reimbursable funds are handled.	
The Hub Budget is aligned with the Hub Quarterly Reporting Tool that the State makes us file. Keeps all of our line items directly applicable with the State's questions.	
Linn-Benton Community College does charge an indirect fee of 8% to administer the Hub finances. Partners may charge 6% for their indirect fees.	
"Unallocated Funds" means that the funds have been assigned to any specific project yet, but they will be as the Board takes action.	
<b>CONCLUSIONS</b>	
Motion to Accept: Paula Grace	
Motion to Second: Anne Peltier	
Vote of the Group: Unanimous acceptance	

Acknowledged that Jerri Wolfe has a perceived conflict of interest, but since these are budgets and not individual contracts, there is no conflict of interest.

VOTING RESULTS		Individual Votes cast by Board Members (Yes, No, Abstain)													
Wilcox	Y	N	A	Golden	Y	N	A	Thielman	Y	N	A	Davis	Y	N	A
Morgan	Y	N	A	Hernandez	Y	N	A	Diaz	Y	N	A	Manning	Y	N	A
Wood	Y	N	A	Peltier	Y	N	A	Amador	Y	N	A	McKay	Y	N	A
Moore	Y	N	A	Lewis	Y	N	A	Grace	Y	N	A	Brown	Y	N	A
Hall	Y	N	A	Sneddon	Y	N	A	Schempf	Y	N	A	Benavides	Y	N	A
Cohen	Y	N	A	Koehne	Y	N	A	Smith	Y	N	A				

**CONSENT ITEM** Approval of October Retreat & Board Minutes

The Minutes from the October Governing Board Retreat and Meeting were posted on Basecamp and the website for Board Member review.

**CONCLUSIONS**

Motion to Accept: Jennifer Moore

Motion to Second: Anne Peltier

Vote of the Group: Unanimous approval

VOTING RESULTS		Individual Votes cast by Board Members (Yes, No, Abstain)													
Wilcox	Y	N	A	Golden	Y	N	A	Thielman	Y	N	A	Davis	Y	N	A
Morgan	Y	N	A	Hernandez	Y	N	A	Diaz	Y	N	A	Manning	Y	N	A
Wood	Y	N	A	Peltier	Y	N	A	Amador	Y	N	A	McKay	Y	N	A
Moore	Y	N	A	Lewis	Y	N	A	Grace	Y	N	A	Brown	Y	N	A
Hall	Y	N	A	Sneddon	Y	N	A	Schempf	Y	N	A	Benavides	Y	N	A
Cohen	Y	N	A	Koehne	Y	N	A	Smith	Y	N	A				

**DISCUSSION ITEM** Strategic Plan and Work Plan

Drafts were required to be sent to the Early Learning Division by October 30. The Work Groups met to help make the revisions that were requested by the State: ideas for activating the business community in our work, and a glossary of acronyms and abbreviations.

Would like to have a closer relationship with local Chamber of Commerce groups, and since many Governing Board members are also Chamber members, we have a way to get "in" with these groups.

**CONCLUSIONS**

Motion to Accept: Jeff Sneddon

Motion to Second: Bettina Schempf

Vote of the Group: Unanimous acceptance

VOTING RESULTS		Individual Votes cast by Board Members (Yes, No, Abstain)													
Wilcox	Y	N	A	Golden	Y	N	A	Thielman	Y	N	A	Davis	Y	N	A
Morgan	Y	N	A	Hernandez	Y	N	A	Diaz	Y	N	A	Manning	Y	N	A
Wood	Y	N	A	Peltier	Y	N	A	Amador	Y	N	A	McKay	Y	N	A
Moore	Y	N	A	Lewis	Y	N	A	Grace	Y	N	A	Brown	Y	N	A
Hall	Y	N	A	Sneddon	Y	N	A	Schempf	Y	N	A	Benavides	Y	N	A

Cohen	Y	N	A	Koehne	Y	N	A	Smith	Y	N	A			
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DISCUSSION ITEM	Data and Evaluation Work Group Report (Jerri Wolfe)														
Jerri presented a PowerPoint Presentation, outlining the type of data that the State of Oregon's Kindergarten Assessment gives to us of Linn, Benton and Lincoln County data, and how the Data and Evaluation Work Group is currently reviewing that data and making assumptions based on that evaluation.															
Reviewed how the three counties compare to the State in each of the three approaches to learning area: early mathematics, early literacy, and self-regulation skills.															
Jerri proposed a specific methodology for reporting the data to the Governing Board:															
1. List schools in alphabetical order.															
2. Include last three years of data and all measures.															
3. Indicate scores below the State average (shade).															
4. Indicate scores in the lowest 10% in each category.															
GB member asked if we have county-level data that we could use. Jerri responded that county-level data was not available.															
GB member asked if the D&E Committee would be especially mindful of minute data differences, and reference those small differences with an asterisk in the final summary presentation. Be cautious about whether data is significant or not.															
GB member asked if we have Kindergarten Readiness information for all of the schools in the State, or only for our three counties. Another member assured her that we have data for the whole State.															
GB member asked if the data could also be reported by School District.															
GB member asked if the data could be grouped into high performance and low performance schools.															
Jerri pointed out that regardless of literacy and math skills, the self-regulation skills were the real indicator of how well a child will do in Kindergarten.															
GB member wanted to verify that we are voting on the methodology that the Data & Evaluation Committee will be using to create their data summaries. Those summaries will be presented to the Governing Board, and will be used to determine where our dollars are going to go. There isn't enough money to go to every school, so we have to be very informed about the decisions that we do make. Ethical, logical choices.															
GB member pointed out that the Kindergarten Readiness results are one piece of data, but not the only piece of data that we will be using to inform our decisions.															
GB member asked to see "past performance" data so that we could compare against our current results.															
CONCLUSIONS															
The GB decided to amend the D&E methodology with the following additions: data will also be sorted by School District, data will also be segmented so that the lowest schools and the highest schools data will be compared against each other, data will also be sorted so that the "n" is included so that GB members can see the comparator.															
Motion to accept: Jennifer Moore															
Motion to second: Jeff Sneddon															
Vote of the Group: Unanimous vote															
VOTING RESULTS	Individual Votes cast by Board Members (Yes, No, Abstain)														
Wilcox	Y	N	A	Golden	Y	N	A	Thielman	Y	N	A	Davis	Y	N	A
Morgan	Y	N	A	Hernandez	Y	N	A	Diaz	Y	N	A	Manning	Y	N	A
Wood	Y	N	A	Peltier	Y	N	A	Amador	Y	N	A	McKay	Y	N	A
Moore	Y	N	A	Lewis	Y	N	A	Grace	Y	N	A	Brown	Y	N	A
Hall	Y	N	A	Sneddon	Y	N	A	Schempf	Y	N	A	Benavides	Y	N	A
Cohen	Y	N	A	Koehne	Y	N	A	Smith	Y	N	A		Y	N	A

<b>DISCUSSION ITEM</b>		OSU Epidemiologist Intern													
Since we began the Hub, the Benton County Health Department brought on an Epidemiologist, who has been participating, but is limited in his time.															
An opportunity is available to get an OSU Epidemiologist Intern, if the Benton County Health Department supervised them and let them follow the OSU guidelines and requirements.															
There is a small fee, and we have the option of giving a paid internship or an unpaid internship. If we pay for an intern, we will get a higher quality individual. Internship would begin in Spring/Summer. Money spent would come out of the Hub Coordination Funds, and also the Unallocated Funds. Other local agencies also scoop up these interns, and they DO pay them.															
An Intern was a Year 1 metric, and it would give us the ability to crunch more data and help us to really assess the data available for our region: metric 1.4.a.															
It's an interesting intersect between the CCO and the Hub: social determinants of health.															
<b>CONCLUSIONS</b>															
Motion to accept: Bettina Schempf (paid)															
Motion to second: Anne Peltier															
Vote of the group: Unanimous vote															
<b>VOTING RESULTS</b>		Individual Votes cast by Board Members (Yes, No, Abstain)													
Wilcox	Y	N	A	Golden	Y	N	A	Thielman	Y	N	A	Davis	Y	N	A
Morgan	Y	N	A	Hernandez	Y	N	A	Diaz	Y	N	A	Manning	Y	N	A
Wood	Y	N	A	Peltier	Y	N	A	Amador	Y	N	A	McKay	Y	N	A
Moore	Y	N	A	Lewis	Y	N	A	Grace	Y	N	A	Brown	Y	N	A
Hall	Y	N	A	Sneddon	Y	N	A	Schempf	Y	N	A	Benavides	Y	N	A
Cohen	Y	N	A	Koehne	Y	N	A	Smith	Y	N	A		Y	N	A

<b>DISCUSSION ITEM</b>		Family Connections Project											
This is an opportunity for collaboration between the IHN-CCO, Family Connections, and Linn-Benton Community College Parenting Education. Project is moving forward:													
Want to move parents through the prenatal classes into the early education and parenting education classes available at Linn-Benton Community College.													
This is a resource-connecting project, and is a natural progression. All three counties will be served. People from hospitals in all three counties have been sitting in on the meetings and offering their suggestions and ideas. One idea was to use the PSN website as the portal for getting people signed up for classes. We want an aligned system of referrals. Will also help us figure out where the gaps are.													
The CCOs have funding from the State that they are willing to use to create this model: (Year 1 Budget)													
STAFFING: \$100,000, Project Manager (coming from Healthcare), Family Connections Consultant													
DATABASE: \$50,000													
BRANDING/MARKETING: \$50,000													
Submitted to the CCO yesterday, and got the word today that the CCO likes it and is moving forward. CCO is committed and has promised funding for Year 2 also.													
Classes will be for pregnant woman (in and out of the IHN).													
Initial timeframe is "as long as it takes".													
Will it be possible that included in the "package" will be ASQ and Imagination Library? Absolutely.													
Infrastructure will be housed at Linn-Benton Community College, but more will probably be needed.													
An OPEC grant has also been applied for to help us start with the delivery of this new system.													

Simple idea, complicated application because there is so many agencies involved.															
Do we have any indicators set for ourselves yet? No, but we will.															
<b>CONCLUSIONS</b>															
Motion to accept: Paul Smith															
Motion to second: Jim Golden															
Vote of the Group: Unanimous vote															
<b>VOTING RESULTS</b> Individual Votes cast by Board Members (Yes, No, Abstain)															
Wilcox	Y	N	A	Golden	Y	N	A	Thielman	Y	N	A	Davis	Y	N	A
Morgan	Y	N	A	Hernandez	Y	N	A	Diaz	Y	N	A	Manning	Y	N	A
Wood	Y	N	A	Peltier	Y	N	A	Amador	Y	N	A	McKay	Y	N	A
Moore	Y	N	A	Lewis	Y	N	A	Grace	Y	N	A	Brown	Y	N	A
Hall	Y	N	A	Sneddon	Y	N	A	Schempf	Y	N	A	Benavides	Y	N	A
Cohen	Y	N	A	Koehne	Y	N	A	Smith	Y	N	A		Y	N	A

<b>PUBLIC COMMENT</b>	
No public comment.	
<b>NEXT MEETING</b>	Thursday, January 7, 2016
Meeting will be held from 2-4:00pm at the LBCC Calapooia Fireside Room in Albany. Map is posted on the website and Basecamp.	
<b>MEETING ADJOURNED</b>	4:03pm

## Discussion Items

### Parent Engagement Coordinator RFA

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## Request for Application

### Shared Bilingual/Bicultural Parent Engagement Coordinator

**Announcement date and time:**

**RFA Due Date and Time:**

#### **RFA Description: Shared part time Bilingual/Bicultural Parent Engagement Coordinator (PEC)**

The EL Hub is seeking a community partner who is willing to share a part-time bilingual/bicultural employee currently engaging with families. Ideally, the PEC will work approximately .5 FTE for the EL Hub and part time for a community partner. The PEC will serve the EL Hub's three county region.

#### **Background**

The Early Learning Hub of Linn, Benton, and Lincoln Counties supports underserved children and families in our region to learn and thrive by making resources and supports more available.

The EL Hub is a collection of program and service providers who believe that by working together as k-12 schools, early education, health, human services, and business we can better serve children and families.

We focus on young children and their families because research is clear that giving children a strong start helps set them on a path toward future success, in school and in life.

The EL Hub has a strong commitment to engaging families as partners in young children's development. We are building a foundation of equitable family engagement in program planning and policy decisions. Hubs are required to include parents in their governance structures and use their feedback to drive community efforts. The EL Hub currently brings in families through formal representation in the governing board and in focus groups. To secure the parent voice in the future, families will be involved on an advisory council.

### **The Bilingual/Bicultural Parent Engagement Coordinator will support an EL Hub Goal and two Key Metrics**

EL Hub Goal 1: Early Learning System is aligned, coordinated, and family centered

- Demonstrated meaningful engagement with children and families from all of the communities served by the hub.
- Demonstrated engagement with culturally-specific community based organizations as partners in delivery of services to children and families

### **Primary Bilingual/Bicultural Parent Engagement Coordinator duties**

The PEC will be responsible for the following activities to support Goal 1:

- Increase meaningful engagement with children and families from all the communities served by the EL Hub
- Lead parent focus groups in Linn, Benton and Lincoln Counties
- Develop relationships with culturally-specific community based organizations to deliver equitable services to children and families
- Develop a diverse Parent Advisory Group
- Coordinate with a Steering Committee of partners and local culturally specific organizations

### **EL Hub will do the following:**

- Provide an office at Linn Benton Community College
- Provide matching competitive salary and benefit package
- Pay mileage for travel to EL Hub related meetings and activities

### **Community Partner will do the following:**

- Offer a competitive salary and benefit package – the salary and benefits range should not exceed \$40,000
- Coordinate the PEC scheduling with the EL Hub

**Questions for Applicant**

1. Program/Agency name and address
2. Contact name, email and phone number
3. What is your program/agency mission?
4. Briefly describe the population served by your program/agency
5. Briefly describe the position you are considering sharing with the EL Hub.  
Include a description of how the position engages families.
6. What requirements do you have for the position's schedule: % FTE, hours and days per week)? Other time/date related requirements? Is this negotiable?  
Yes/No
7. Are you willing to coordinate scheduling and supervision with the EL Hub?  
Yes/No
8. Describe the salary and benefit requirement for your agency. Is this negotiable? Yes/No

## Kindergarten Partnership & Innovation Funds



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### *Kindergarten Partnership & Innovation Proposed Funding Formula*

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- 2015-2017 Total KPI Funds are \$545,876.35.
- LBCC Indirect rate of 4% reduces this amount by \$21,835.07.
- This leaves a remaining amount of \$524,041.28 to be allocated to the 12 districts.
- There are 6 quarters remaining in the 2015-2017 contracting period.
- Each district will receive a base amount of \$3000 per quarter.
- The base allocation for each district for all 6 quarters is \$18,000.
- The base allocation for all districts for the 6 quarters is \$216,000.
- This is approximately 40% of the full funding amount.
- The remaining \$308,041.28 will be divided between the 12 districts based on their weighted ADM.
- LBL ESD has provided individual district information and a spreadsheet has been developed.

LBL ESD  
 Draft Formula Allocation of EL Hub Funding  
 12-16-15

District	2013-14 ADMw 5/11/2015	Base Allocation	Allocation Per ADMw	Total Allocation
Alsea	279.1	18,000	3,081	21,081
Central Linn	883.2	18,000	7,126	25,126
Corvallis	7,243.3	18,000	58,444	76,444
Greater Albany	10,480.4	18,000	84,563	102,563
Harrisburg	1,047.3	18,000	8,450	26,450
Lebanon	4,868.9	18,000	39,286	57,286
Lincoln County	6,209.8	18,000	50,105	68,105
Monroe	603.1	18,000	4,866	22,866
Philomath	1,838.3	18,000	14,833	32,833
Santiam Canyon	691.5	18,000	5,580	23,580
Scio	1,264.6	18,000	10,203	28,203
Sweet Home	2,665.1	18,000	21,504	39,504
Totals	38,074.6	216,000	308,041	524,041

**Assumptions**

1. Every district receives \$3,000 per quarter as base
2. There are 6 quarters remaining in the biennium
3. Remaining funds after base allocation will be allocated using same formula as Tier 2

**The State of Oregon  
Department of Administrative Services (DAS)**

**On behalf of the Department of Education (ODE), Early Learning Division (ELD)**

**Issues the Following**

**Request for Applications (RFA)**

**for**

**HUB Coordination of Preschool Promise Program Providers**

**RFA #DASPS-2545-15**

Date of Issuance: **December 23, 2016**

Applications Due by: **5:00 P.M. Pacific Time, February 15, 2016**

Issuing Office: DAS Procurement Services  
Laura Barna, Sole Point of Contact (SPC)  
1225 Ferry Street  
Salem, OR 97301  
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## SECTION 1 – PURPOSE/OVERVIEW

### 1.1. Introduction

The Oregon Department of Administrative Services, Procurement Services (DAS PS), on behalf of the Department of Education, Early Learning Division requests Applications from all interested and eligible Early Learning Hubs (Hubs or Applicants) for the award of Preschool Promise program services described in RFA **Section 3, Scope of Work**. DAS PS and ELD anticipate an initial rollout of Preschool Promise in 4 - 6 existing Hubs, currently under contract with the State. The parties will negotiate the final Statement of Work to be amended into the existing Hub contracts by May, 2016. Preschool Promise program services are anticipated to commence September, 2016.

This RFA is being conducted pursuant to approved Special Procurement #802-15 (SP802-15) which was publicly noticed on ORPIN December 9, 2015 and closed December 16, 2015 (Opportunity #DASPS-2544-15). No protests were received. At ELD's sole option, and pursuant to SP802-15, DAS PS may conduct subsequent RFA processes after the initial rollout to launch Preschool Promise in additional Hubs under contract with the State.

### 1.2. Overview

#### 1.2.1 Background

In 2013, the Oregon Legislature passed House Bill 2013 which authorized the Early Learning Council (ELC) to facilitate the creation of regional and community-based Early learning Hubs in order to make supports more available, accessible, and effective for children and families; particularly those who are historically overrepresented in the opportunity gap and underrepresented in services. The resulting statute provides three specific goals for the Hubs:

1. Create an early childhood system that is aligned, coordinated, and family-centered.
2. Ensure that children arrive at school ready to succeed.
3. Ensure that Oregon's young children live in families that are healthy, stable, and attached.

DAS PS, on behalf of ELC and ELD, conducted two RFA procurements pursuant to approved Special Procurement #638-13 (SP638-13) which was publicly noticed on ORPIN August 12, 2013 and closed August 20, 2013 (Opportunity #102-2110-13). No protests were received.

1. August 22, 2013 RFA #102-2111-13 which resulted in six (6) Hub contract awards:

<b><u>Contract No.</u></b>	<b><u>HUB</u></b>
102-2175-14	Early Learning Hub, Inc.
DASPS-2198-14	Harney, County of
DASPS-2199-14	Yamhill Community Care Organization
DASPS-2200-14	Douglas Education Service District
DASPS-2201-14	United Way of Lane County
DASPS-2203-14	United Way of the Columbia-Willamette (Multnomah County)

2. April 1, 2014 RFA #102-2183-14 which resulted in ten (10) Hub contract awards:

<b><u>Contract No.</u></b>	<b><u>HUB</u></b>
DASPS-2273-14	The Wellness and Education Board of Central Oregon
DASPS-2279-14	InterMountain Education Service District
DASPS-2293-14	Malheur ESD
DASPS-2294-14	Southern Oregon Education Service District
DASPS-2295-14	United Way of the Columbia-Willamette (Washington County)
DASPS-2301-14	Linn-Benton Community College
DASPS-2351-15	Clackamas County
DASPS-2411-15	Northwest Regional ESD
DASPS-2413-15	Oregon Coast Community Action
DASPS-2442-15	Sherman County

### **1.2.2 Legislative Authorization**

The 2015 Oregon Legislature passed House Bill 3380 (HB3380) which creates a new, mixed delivery preschool model for Oregon. With passage of this legislation, Oregon has taken a significant step towards expanding access to preschool and supporting children to succeed in school and life. HB3380 allocated approximately \$27 million to preschool programs in Oregon for children who otherwise may not have access to early learning. One third of those dollars supported Oregon Head Start Pre-Kindergarten to serve children on waitlists for fall 2015. The remainder of funds will go to a new program named Preschool Promise. This model should enable approximately 1,400 children to have access to preschool beginning in fall 2016. The mixed delivery model will allow Oregon to fund preschool in a variety of high quality settings. The funding for these initiatives was included in the Department of Education Budget Bill, House Bill 5016.

### **1.2.3 Purpose of Preschool Promise**

Currently, there are gaps in who has access to preschool in Oregon. Affordable, high quality, culturally relevant preschool opportunities are very limited for families experiencing poverty and families of color. Preschool Promise, a new publicly funded preschool system, will offer free preschool to families whose incomes are at or below 200% of the Federal Poverty levels.

HB3380 has been codified in Oregon Revised Statutes (ORS) 329.170 to 329.200 which guides the Oregon prekindergarten program. Specifically, statute now requires:

1. ELD to administer a preschool program that expands preschool options available to the children of Oregon (Preschool Promise); and
2. Hubs to coordinate the providers of Preschool Promise by:
  - applying for state funding;
  - coordinating local planning; and
  - entering into contracts with preschool providers for the delivery of Preschool Promise services.

### **1.3. Authority**

DAS PS issues this RFA under the authority of OAR 125-246-0170(2) and in accordance with the procedure approved in SP802-15.

## SECTION 2 – RESERVED

## SECTION 3 – SCOPE OF WORK

### 3.1. Purpose

The ELD has been training, guiding, and working with the Hubs identified above in RFA Section **1.2.A Background** for the past two years. To build on coordinated efforts achieved to date, this RFA invites the (16) established Hubs to submit an Application that demonstrates the readiness and capacity of both the Hub and the proposed preschool provider(s) to successfully deliver the Preschool Promise program services described in this **Section 3, Scope of Work**.

### 3.2. Core Features of Preschool Promise

#### 3.2.1 Mixed delivery

This model recognizes that high quality learning experiences can take place in a wide variety of settings and families should be able to choose the setting that works best for them and their children. Families will have a wide range of choice in providers in the mixed delivery model. Providers could be, but are not limited to, a child care provider, public school, Head Start, Oregon Pre-kindergarten, education service district, public charter school, Relief Nursery, private preschool, or community-based organization. All programs participating in Preschool Promise shall demonstrate that they can meet and implement the high standards identified in legislation.

#### 3.2.2 Family and Child Eligibility

Children must be members of families whose income, at time of enrollment, is at or below 200 percent of the Federal Poverty Line. Children must be at least three years of age, but not older than five years of age, at time of enrollment as determined by the date used for kindergarten eligibility.

#### 3.2.3 Early Learning Hubs

The Early Learning Hubs will play an important role as the connecting partners between the state ELD and the local preschool providers. Funding will flow through the Hubs. Hubs will identify the needs of underserved populations, identify priority service areas and populations, and collaborate with early learning programs within their community to provide the preschool services to these populations. Through Hub coordination of a mixed delivery model, greater awareness and collaboration across settings will support Oregon's goal of ensuring high quality preschool opportunities for all Oregon children.

To achieve the vision for Preschool Promise, Early Learning Hubs shall:

- Identify community priorities. Specifically identifying priority populations and pre-school providers who can best meet their needs.
- Create a Preschool Promise Implementation Plan (Attachment 4) that addresses those priorities.

- Ensure that the Implementation Plan effectively builds capacity to reach traditionally underserved populations, as well as build the capacity of programs with historical/authentic ties to those communities.
- Ensure that the Implementation Plan lays foundations for a true mixed delivery model. Support the development of systems that provide opportunities for mixed-income classrooms.
- Identify a set of providers that would actualize the Implementation Plan.
- Subcontract with selected providers to implement Preschool Promise.
- Collaborate with providers to identify what they need to do in order to be able to meet Preschool Promise program standards.
- Make investments in providers in order to meet Preschool Promise program standards.

### **3.2.4 Preschool Provider Program Standards**

Preschool providers shall:

- Provide, at a minimum, the annual number of instructional hours required for full day kindergarten.
- Attain one of the top two ratings of the quality rating and improvement system (QRIS) for early childhood programs.
- Adopt culturally responsive teaching methods and practices.
- Provide a high quality, culturally responsive family engagement environment that supports parents as partners their learning and development.
- Provide high quality, culturally responsive curricula, assessments and professional development that are linked to one another and to the state's comprehensive early learning standards.
- Provide highly trained lead preschool teachers who have at least a bachelor's degree in early childhood education or a field related to early childhood education. The requirements of this subparagraph may be satisfied by lead preschool teachers who do not have a bachelor's degree but who have submitted a plan to attain a bachelor's degree and are demonstrating progress on that plan.
- Provide lead preschool teachers with a salary that meets the minimum salary requirements established by the Early Learning Council.
- Provide at least one assistant in each classroom who provides support for academic instruction and who meets the top two tiers of the quality rating and improvement system (QRIS) personnel qualifications for early childhood programs.
- Provide additional health and child development supports for children and families, such as screening, referrals and coordination with health care providers.
- Incorporate best practices in outreach, enrollment and programming for diverse cultural and linguistic populations and children who have been historically underserved in preschool programs.
- Work in collaboration with community programs to ensure that families have knowledge of, and are connected to, community resources and supports to meet the needs of children and families served by the preschool program.

- Participate in an ongoing monitoring and program evaluation system that is used for continuous program improvement.

## **SECTION 4 – RFA PROCESS**

### **4.1. Communications**

#### **4.1.1 Sole Point of Contact (SPC)**

All communications concerning this RFA, including all submissions by Applicants, must be directed only to the SPC listed on page 1 of this RFA.

Any unauthorized contact regarding this RFA with other State employees or officials may result in Application rejection.

#### **4.1.2 Official and Binding Communications**

All information received in writing from the SPC or posted on the Oregon Procurement Information Network (ORPIN) is considered official. Any oral communications will be considered unofficial and non-binding.

Any communications, written or oral, that precede the official posting of this RFA are not official and not binding unless reflected in this RFA or an addendum thereto. Any communications, written or oral, with State employees and officials other than the SPC are not official and not binding unless confirmed by the SPC or reflected in this RFA or an addendum thereto.

Any communications in connection with ELD administrative rule process do not apply to this RFA unless reflected in administrative rule language filed with the Secretary of State.

#### **4.1.3 ORPIN System**

Announcement of this RFA including all Addenda, attachments, and exhibits will be posted on the Oregon Procurement Information Network (ORPIN). Applicants must be registered as vendors on ORPIN in order to access these materials. The ORPIN System website is located at: <http://orpin.oregon.gov/open.dll/welcome>.

Prospective Applicants are responsible for ensuring that their vendor registration information is current and correct. DAS PS accepts no responsibility for missing or incorrect information contained in prospective Applicants' registration information in the ORPIN System.

#### **4.1.4 Applicant Pre-Proposal Conference**

A pre-Proposal Conference Call will be conducted on:

DATE	TIME	LOCATION
January 13, 2016	2:00 p.m. to 3:00 p.m. PT	Via Audio Conference

This conference call is **not** mandatory, but each prospective Applicant is encouraged to participate. Please notify the Single Point of Contact via email submission of **RFA Attachment 3, RSVP for Pre-Proposal Audio Conference**, no later than **5:00 p.m. (PT), January 11, 2016**, concerning your planned participation in or absence from the conference call. If participating, the email should identify the active participants. The Single Point of Contact will reply via email with call-in information and conference agenda material (if any).

The purpose of this conference is to explain the RFA requirements and to answer any questions prospective Applicants may have concerning the procurement. Statements made at the pre-Proposal conference are not binding upon State. Prospective Applicants are cautioned that the official RFA requirements will change only by written Addenda issued by DAS PS. The SPC will post to ORPIN, in the form of Q&A or an addendum to this RFA, answers and clarifications on which Applicants may rely.

#### 4.1.6 Pre-Application Questions or Requests for Clarification

Questions about, or requests for clarification of, this RFA document (including the Application process, administration, deadline or award) must be submitted in writing, via email only, to the SPC by the date and time specified in Section 4.2. The SPC, at her sole discretion, reserves the right to answer questions beyond the date specified in Section 4.2 as needed and when in the best interest of the State. **No telephone questions will be accepted or considered.**

Notification of any answers or clarifications provided in response will be provided and published on ORPIN. SPC will attempt to respond to all timely submitted questions or requests for clarification.

For complete RFA documentation, please go to ORPIN. SPC will not automatically mail copies of any Addenda or answers but will publish Addenda and Questions and Answers on ORPIN. Addenda may be downloaded from ORPIN. Applicants are responsible to frequently check ORPIN until date of RFA Closing.

#### 4.2. RFA Schedule of Events and Application Submission

The table below represents a tentative schedule of events. DAS PS reserves the right to modify these dates at any time, with appropriate notice to affected prospective Applicants. All times are Pacific Time (PT).

<b>EVENT</b>	<b>TARGET COMPLETION DATE (Pacific Time- PT)*</b>
RFA Issued	<b>December 23, 2015</b>
Preschool Promise Data Book Protest Period Ends	<b>January 6, 2016, 5:00 p.m.</b>
Pre-Proposal Audio Conference (Not Mandatory)	<b>January 13, 2016, 2:00 p.m.</b>
Deadline for Written Questions	<b>January 15, 2016, 5:00 p.m.</b>
RFA Protest Period Ends	<b>January 22, 2016, 5:00 p.m.</b>
RFA Closing (Application Due Date & Time)	<b>February 15, 2016, 5:00 p.m.</b>
Notice of Intent-to-Award Issued	<b>March 21, 2016 (approximately)</b>
Award Protest Period Ends	<b>Seven Calendar Days after Issuance of Notice of Intent-to-Award</b>
Contract Execution	<b>May 31, 2016 or sooner</b>
Preschool Promise Services Commence	<b>September 2016 or to be determined by provider program calendar that meets requirements and is amended into the Hub Contract.</b>

4.3.

#### **Closing Date; Submittal of Applications**

**4.3.1** The Application package must be developed and submitted by 5:00pm on February 15<sup>th</sup> 2016 to the SPC at the address listed on page 1 of this RFA. A complete Application package includes the following:

- Application Cover Sheet Certification (Attachment 1)
- Application Designation of Confidential Materials (Attachment 2)
- Application Narrative (detailed in RFA Section 5)
- Applicant Preschool Promise Implementation Plan (Attachment 4)
- Applicant Summary of Potential Providers Worksheet (Attachment 5)
- Potential Provider Coversheet (Attachment 6)
- Potential Provider Letters of Interest (Attachment 7)
- Potential Provider Budget Worksheet (Attachment 8)
- Other Supporting Documents

**4.3.2** Applicants shall submit one (1) signed original hard copy Application package and five (5) electronic copies. The electronic copies must be provided in Microsoft Office 2007 or later applications, or in searchable PDF formats. We do have a strong preference for electronic submissions in Microsoft Office 2007 and later applications.

Applications must address all Application and submission requirements set forth in this RFA. Only those Applications that include complete information as required by this RFA will be considered for evaluation.

## SECTION 5 – APPLICATION REQUIREMENTS

Only Early Learning Hubs holding a contact with ELC/ELD on the date this RFA is issued are eligible to submit applications under this RFA. This RFA is intended to secure the initial set of Hubs that will coordinate and be responsible for quality delivery of Preschool Promise.

Through this RFA, the ELC requires all Applicants to respond to basic components that demonstrate readiness and capacity to support a mixed delivery model to bring outcome driven preschools services to scale in a financially sustainable model. The RFA is designed to assess Hub readiness to ‘coordinate the providers of preschool programs’ as required by HB3380. ‘Readiness’ refers to a *state of preparedness, capacity, and enthusiasm (share the vision)* that are necessary for successful implementation. Readiness refers to the state of a Hub as well as the ability of the community to willingly support and sustain coordination approaches.

The evaluation criteria for applications are detailed below in this Section 5. Applicants that are selected by the ELC will be:

1. required to select and subcontract with local providers in the delivery of preschool services;
2. accountable to the Early Learning Division and Early Learning Council for successful outcomes generated by the local service providers; and
3. required, as a condition of award, to attend a two day onsite training on March 29 and 30, 2016, in or near Salem. ELD will cover the cost of the training and reimburse the Applicant for reasonable travel expenses associated with the training, in accordance with State of Oregon travel reimbursement policies. ELD currently anticipates that such reimbursement will be made under an Applicant’s existing Hub contract..

### 5.1. General Requirements

**5.1.1** Except where this RFA requires submissions to be in specified format or utilize a specific Attachment, all other documentation must be in Portable Document Format (PDF) and must be text-readable (also referred to as text-searchable) rather than scanned or image format, provided that an individual page of a PDF document may contain an illustration or graphic insert that is in scanned or image format. Each pdf document must be clearly named with RFA #DASPS-2545-15, the Applicant’s name (which may be abbreviated), and the document identification including applicable numbering. Applicants may submit supporting data in Excel format.

**5.1.2** The Applicant is responsible for assuring that all electronic submissions are complete, have all desired headers and footers, and are paginated.

**5.1.3** The Applicant is responsible for assuring that all electronic submissions contain no personal health information and are free of viruses and all other electronic security risks. An Applicant violating the preceding sentence may be subject to civil penalties, damages, and criminal prosecution.

## 5.2. Technical Application Requirements

### 5.2.1 Application Cover Sheet

Applicants must include in their Application package the Attachment 1, *Application Cover Sheet Certification* signed by a duly authorized representative empowered to legally bind the Applicant to the Application. **Any Application that is conditioned on changes to the Application Cover Sheet may be rejected as non-responsive.**

### 5.2.2 Minority-Owned, Woman-Owned and Emerging Small Business (“MWESB”) Participation

Oregon is committed to creating an environment that supports the ingenuity and industriousness of Oregon’s Minority Business Enterprises [MBE] and Woman Business Enterprises [WBE]. Emerging Small Business [ESB] firms are also an important sector of the state’s economy.” Certified Oregon Minority Business Enterprises (MBE), Woman Business Enterprises (WBE), and Emerging Small Businesses (ESB) (collectively MWESB firms), as defined in ORS 200.055, have an equal opportunity to participate in the performance of contracts financed with state funds. By submitting its Application, Applicant certifies that it will take reasonable steps to ensure that MWESB certified firms are provided an equal opportunity to compete for and participate in the performance of any subcontracts resulting from this solicitation. Applicant further certifies and agrees that it has not discriminated and will not discriminate in its employment practices with regard to race, creed, age, religious affiliation, sex, disability, sexual orientation or national origin, and it has not discriminated and will not discriminate against a subcontractor in the awarding of a subcontract because the subcontractor is a minority, woman or emerging small business enterprise certified under ORS 200.055. If there may be opportunities for subcontractors to work on the project, it is the expectation of DAS that the Applicant will take reasonable steps to ensure that MWESB certified firms are provided an equal opportunity to compete for and participate in the performance of any contract and/or subcontracts resulting from this solicitation.

### 5.2.3 Content of Application Narrative

Applications for state financial assistance to implement Preschool Promise must provide a comprehensive description of the Applicant’s plans to implement a quality mixed delivery approach, and a budget to support the plan. This RFA contains four main sections (listed below). Applicants must provide detailed information for each sub-section category within the four main sections (refer to **Section 5.3**).

Sections I, II, and III specify the components of readiness and capacity, and the Applicant’s plan to implement Preschool Promise in the community the Hub serves.

Section IV. *Business Acumen and Budget Justification Narrative*, must identify and describe the resources needed to implement the project plans and approach described in Sections I, II, and III.

#### **Section I. Capacity and Approach to Preschool Promise Implementation**

- A. Demonstrated need and Connection to Community: Community Assessment
- B. Community and Provider Engagement
- C. Parent Engagement

## **Section II. Capacity to Support and Implement Preschool Promise, a Mixed Delivery Preschool Model**

- A. Organizational Capacity
- B. Governance

## **Section III. Capacity to Support and Implement Programs through Preschool Promise**

- A. Accountability to Outcomes
- B. Capacity to Promote High Quality Early Learning
- C. Commitment to Continuous Quality Improvement

## **Section IV. Business Acumen and Budget Justification Narrative**

- A. Financial Qualifications and Sustainability
- B. Budget Worksheet

### **5.2.4 Length and Formatting Requirements of Application**

- a. The narrative presented in Sections I, II, III and IV must not exceed 60 pages, excluding the Table of Contents.
- b. Each page must be double-spaced, with one-inch margins on all sides.
- c. Applicant must use a font size of 12.
- d. A Table of Contents must be provided that follows the format and numbering detailed in RFA **Section 5.2.3** above.
- e. Each page must be numbered in the lower right hand corner.
- f. Footer must be used that identifies the Applicant.
- g. Supporting documentation and appendices are limited to 50 pages including:
  - Application Cover Sheet Certification (**Attachment 1**)
  - Applicant Preschool Promise Implementation Plan (**Attachment 4**)
  - Applicant Summary of Providers Worksheet (**Attachment 5**)
  - Potential Provider Packet(s) that include:
    - Potential Provider Coversheet (**Attachment 6**)
    - Potential Provider Letters of Interest (**Attachment 7**)
    - Potential Provider Budget Worksheet (**Attachment 8**)
  - Other Supporting Documents (*as determined by Applicant to support narrative*)

### **5.3. Application Narrative Requirements**

For each sub-section category detailed in this **Section 5.3**, Applicant should answer each question in narrative form, providing supporting documentation where required.

#### **5.3.1 Section I. Capacity and Approach to Preschool Promise Implementation**

##### **A: Demonstrated Need and Connection to Community: Community Assessment**

- 1. Populations of Children:** Describe the identified focus populations within the Hub’s service delivery area that the Applicant will promote Preschool Promise to and explain the process that identified the focus populations. Demonstrate alignment with current Strategic Plan.
- 2. Current Supports for Populations of children:** Describe how the Applicant currently engages and supports its identified focus populations, and the populations identified in the data supplied.
- 3. Key Achievement Gaps and Concerns from Kindergarten Perspective:**  
What are the key achievement gaps or concerns of incoming kindergartners that need to be addressed in your community?  
  
Describe how the Applicant has addressed (or will address) these concerns through the implementation of Preschool Promise in their service delivery area.
- 4. Racial, Cultural and Linguistic Equity:** Describe how the Applicant demonstrates its commitment to racial, cultural and linguistic equity in its priorities and actions, and in its proposal for Preschool Promise.

## **B: Community and Provider Engagement**

- 1. Provider Identification and Engagement:** Mixed delivery identifies eight provider types (Section 3.2.1 Core Features of Preschool Promise: Mixed Delivery). Explain the Applicant’s level of engagement with each provider group identified. If a provider group is not yet engaged, describe the Applicant’s plan to collaborate with that provider group(s).
- 2. Connecting to Other Services:** Describe the Applicant’s ability to collaborate with partners to help connect children and their families to services. Provide specific examples and include a description of any formal or informal agreements that have been established.
- 3. Outreach:** Describe how the Applicant will support successful recruitment, enrollment and referrals so that children and families are connected to providers that align with the family’s self-identified need and interest.
- 4. Collaboration:** Describe how the Applicant will ensure collaborations between community partners are of the strength needed to provide high quality comprehensive services and are inclusive of culturally specific providers. Refer to relevant partners identified in Applicant’s strategic plan and identify any new partners specific to Preschool Promise.

## **C: Parent Engagement**

- 1. Parent Outreach:** Describe how the Applicant is currently engaging with parents to help connect them to high quality learning experiences. Provide specific strategies and examples.
- 2. Parent Engagement:** Describe how the Applicant actively engages (beyond meetings) with parents that represent various populations and differing needs. Describe how the Applicant will engage parents in the development of a Preschool Promise Implementation Plan.

### **5.3.2 Section II. Capacity to Support a Mixed Delivery Preschool Model**

#### **A: Organizational Capacity**

- 1. Provider Selection:** Describe the Applicant's ability and plan to select providers who can ensure services will commence in September 2016. Include this plan in the Preschool Promise Implementation Plan.
- 2. Staffing Model:** Describe the Applicant's staffing model and capacity to support Preschool Promise. Include in the Preschool Promise Implementation Plan the plan to address any capacity gaps identified.
- 3. Leveraging of new Preschool Promise Resources with Existing Resources:** Identify potential opportunities to leverage Preschool Promise resources with existing resources. Describe how this alignment supports the Applicant's overall strategic plan. If the Applicant is leveraging funds outside of potential Preschool Promise resources (example: focus child care network funding; kindergarten partnership and innovation fund monies) describe how those efforts will support Preschool Promise providers.
- 4. Implementation Plan:** Complete the Preschool Promise Implementation Plan as instructed on the template.

#### **B: Governance**

- 1. Implementation Oversight:** Describe the Applicant's management plan for implementing Preschool Promise. In this description, include how the governing body will manage and monitor the implementation planning process and ensure program implementation goes smoothly and meets timeline requirements.

### **5.3.3 Section III. Capacity to Support High Quality Preschool Programs**

Applicants will be responsible for developing and expanding high quality preschool programs in Preschool Promise. In addition to contracting directly with providers in their community, Applicants will have responsibility for the following activities: grant coordination; recruitment and coordination of early learning providers; service coordination; data tracking/management; securing or providing high quality coaching and professional development.

*Note: All Early Learning Hubs will use a consistent data collection tool to track core progress to outcomes. The ELD/ELC and Early Learning Hubs will also agree to a common set of data to collect from providers and a common provider data collection tool as part of the Early Learning Hub Preschool Promise program services awards. The ELD/ELC and Early Learning Hubs will also agree to the creation of a unique identifier for each child and family serviced through coordination with the Hub and service providers.*

#### **A. Accountability to Outcomes**

- 1. Impact on Existing Goals:** Based on the Applicant's strategic plan, describe how Preschool Promise will impact established targets and goals that the Hub is currently under contract to produce during the 15-17 biennium.
- 2. Connection to Outcomes:** Describe the Applicant's plan to implement Preschool Promise in a manner that ambitiously promotes the three overarching goals of Ready for Kindergarten, Stable and Attached Families, and System Coordination and Efficacy.

#### **B. Capacity to Promote High Quality Early Learning**

- 1. Professional Development:** Describe Applicant's service area infrastructure for professional development and how Preschool Promise investments would impact this infrastructure. In addition to what is already in the Applicant's strategic plan, describe any additional information the Applicant would like to state about the capacity of the Hub to offer professional development opportunities (i.e. in partnership with CCR&Rs, community colleges).
- 2. Collaborative and Effective Professional Development:** Describe the professional development support network that the Applicant envisions for preschool teachers. Compare this to what is currently in place, identify any gaps, and provide strategies to close the gaps, even if they are only aspirational at this point in time.
- 3. Mixed Income Classrooms:** Describe the level of preparedness and interest providers, in Applicant's service area, have to mixed income early learning environments. Include provider experience with blending and braiding funds to create mixed income environments.

#### **C. Commitment to Continuous Quality Improvement**

- 1. Progress Toward Quality:** Preschool Promise contains a waiver process for providers, as long as the provider is maintaining progress toward quality and higher levels of education. Describe how the Applicant will support providers' progress toward quality in the following areas:
  - a.** Attaining one of the top two ratings of the quality rating and improvement system (QRIS) for early childhood programs;

- b. Providing a high quality, culturally responsive family engagement environment that supports parents as partners in a child’s learning and development;
  - c. Providing high quality, culturally responsive curricula, assessments and professional development that are linked to one another and to the state’s comprehensive early learning standards;
  - d. Providing additional health and child development supports for children and families, such as screening, referrals and coordination with health care providers.
2. **Long Term Vision:** Describe the Applicant’s long term vision for the mixed delivery model in the Applicant’s service delivery area and the proposed pathway to achieve the vision.

**5.3.4 Section IV. Business Acumen and Budget Justification Narrative**

**A. Financial Qualifications & Sustainability**

- 1. Provide evidence of Applicant’s financial viability, which should include copies of financial reports to advisory board and other demonstrations of fiscal solvency and long-term sustainability.
- 2. Applicants may spend up to 7.5% of the total funds received from the ELD on administrative overhead<sup>1</sup> and are required to work with subcontractors to keep service level administrative overhead at a 15% maximum. Describe assumptions about amount set aside to cover overhead and indirect costs within the context of your overall Hub budget.
- 3. Demonstrate and describe Applicant’s ability to select and subcontract with Preschool Promise service providers. Demonstration and description should include policies currently in place for subcontracting, fiscal reporting, corrective actions, and recovery of funds if necessary.

**B. Budget Worksheet**

Complete the Potential Provider Budget Worksheet (Attachment 8) according to the instructions contained therein.

- The intended purpose of this worksheet is for interested potential providers to begin the process of developing an annual operating budget.
- This worksheet is intended to be a preliminary estimate and it is not inclusive of all operating costs or detail.
- This worksheet is not intended to be used as part of the provider selection process that a Hub will need to administer if the Hub is selected as an Awardee.

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<sup>1</sup> Administrative overhead is any dollar that is not spent directly on services for children or on preparing and evaluating services for children.

## SECTION 6 – APPLICATION EVALUATION

Applications must be complete prior to closing date and time identified in section 4.2.

### 6.1. Responsiveness Check

Each Application Package must comply with the submission requirements detailed in RFA Section 4.3, and must include the Application Requirements detailed in RFA Section 5. Compliance with these requirements will be evaluated on a Pass/Fail basis (Responsiveness Check). The review and evaluation of the substantive content of the Application Package are NOT part of the Responsiveness Check. Review and scored evaluation of such material lies within the province of the Evaluation Committee, and the procedures for such review and scored evaluation are identified, defined and discussed in RFA Section 6.2. Failure to provide the required submissions by the RFA closing date and time detailed in RFA Section 4.2 WILL result in rejection of the Application Package. DAS-PS reserves the right to determine which Application Packages are responsive in meeting the Requirements of this RFA.

### 6.2. Scoring Criteria

#### 6.2.1 Scoring Rubric and Potential Allocations

The scoring rubric for the application assesses all four components of the application. The definitions for “Exceeds Standards,” “Acceptable,” “Inconsistent,” and “Does Not Meet Standards” are found in the Scoring Rubric Definitions Table in this Section 6.2.1. The maximum potential point allocation is 100.

Item	Maximum Points Available for This Criteria	Exceeds Standards	Acceptable	Inconsistent	Does Not Meet Standards	Total Score
<b>I. Capacity and Approach to Preschool Promise Implementation: 39 points maximum</b>						
<b>Demonstrated need and connection to community; community assessment.</b> i. Populations of Children ii. Current Supports for Populations of Children iii. Key Achievement Gaps and Concerns from Kindergarten Perspective iv. Racial, Cultural	8	7-8	4-6	2-3	0-1	

Item	Maximum Points Available for This Criteria	Exceeds Standards	Acceptable	Inconsistent	Does Not Meet Standards	Total Score
and Linguistic Equity						
<b>Community and Provider Engagement</b> v. Provider Identification and Engagement vi. Connecting to Other Services vii. Outreach viii. Collaboration	8	7-8	4-6	2-3	0-1	
<b>Parent engagement</b> ix. Parent Outreach x. Parent Engagement	8	7-8	4-6	2-3	0-1	
<b>Need &amp; Capacity: Data Evaluation</b>	15	<i>Please refer to Attachment 9 Preschool Promise Data Book, 'Need &amp; Capacity' tab, for details on individual Early Learning Hub point allocations for this section.</i>				
<b>II. Capacity to Support a Mixed Delivery Preschool Model: 25 points maximum</b>						
<b>Organizational Capacity</b> xi. Provider Selection xii. Staffing Model xiii. Leveraging of new Preschool Promise Resources with Existing Resources	12.5	10-12.5	7-9	4-6	0-3	
<b>Governance</b> xv. Implementation Oversight	12.5	10-12.5	7-9	4-6	0-3	
<b>III. Capacity to Support High Quality Preschool Programs: 24 points maximum</b>						
<b>Accountability to Outcomes</b> xvi. Impact on Existing Goals xvii. Connection to Outcomes	8	7-8	4-6	2-3	0-1	
<b>Capacity to Promote High</b>	8	7-8	4-6	2-3	0-1	

Item	Maximum Points Available for This Criteria	Exceeds Standards	Acceptable	Inconsistent	Does Not Meet Standards	Total Score
<b>Quality Early Learning</b> xviii. Professional Development xix. Collaborative and Effective Professional Development xx. Mixed Income Classrooms						
<b>Commitment to Continuous Quality Improvement</b> xxi. Progress Toward Quality xxii. Long Term Vision	8	7-8	4-6	2-3	0-1	
<b>IV. Business Acumen and Budget Justification Narrative: 12 points maximum</b>						
<b>Financial Qualifications and Sustainability</b> i. Financial Viability ii. Indirect Costs iii. Ability to select and subcontract with providers.	12	10-12	7-9	4-6	0-3	
<b>Total Points</b>	<b>100</b>					

<b>Scoring Rubric Definitions</b>
Exceeds Standards <ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the requirements and the approach significantly exceeds performance or capability standards.</li> <li>• Exceptional strengths that will significantly benefit children being served.</li> <li>• No weaknesses; normal provider effort and normal ELD monitoring will be sufficient to minimize risk.</li> <li>• Extensive, detailed and exceeds all requirements and objectives; therefore, has a high probability of meeting the requirements with little or no risk to ELD or state.</li> </ul>
Acceptable <ul style="list-style-type: none"> <li>• Demonstrates an acceptable understanding of the requirements and the approach</li> </ul>

<p>meets performance or capability standards.</p> <ul style="list-style-type: none"> <li>• Strengths that will benefit children being served.</li> <li>• No material weaknesses.</li> <li>• Special Contractor/Governmental Body emphasis and close ELD monitoring will probably minimize any difficulties of risk.</li> <li>• Generally meets requirements; therefore, has an acceptable probability of meeting the requirements.</li> </ul>
<p>Inconsistent – Wide swings that may meet standards or not</p> <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements and the approach only marginally meets performance or capability standards necessary for minimal contract performance.</li> <li>• Minor omissions and demonstrates a misunderstanding of the requirements that may be corrected or resolved through negotiations if awarded the Contract.</li> <li>• Weaknesses that can potentially cause some disruption of schedule, increase in cost, or degradation of performance even with special provider emphasis, and close ELD monitoring.</li> </ul>
<p>Unacceptable – Does not meet standards</p> <ul style="list-style-type: none"> <li>• Demonstrates a misunderstanding of the requirements and the approach fails to meet performance or capability standards.</li> <li>• Major omissions and inadequate detail to assure the evaluators the Applicant has an understanding of the requirements.</li> <li>• Proposes an unacceptable risk and cannot meet the requirements without major negotiations.</li> </ul>

### 6.2.2 Potential Point Allocation

#### **Section I. Capacity and Approach to Preschool Promise Implementation: 39 points**

- A. Demonstrated need and Connection to Community: Community Assessment (8 points)
- B. Community and Provider Engagement (8 points)
- C. Parent Engagement (8 points)
- D. Priority Ranking (15 points)

#### **Section II. Capacity to Support and Implement Preschool Promise: 25 points**

- A. Organizational Capacity (12.5 points)
- B. Governance (12.5 points)

#### **Section III. Capacity to Support and Implement Programs through Preschool Promise: 24 points**

- A. Accountability to Outcomes (8 points)
- B. Capacity to Promote High Quality Early Learning (8 points)
- C. Commitment to Continuous Quality Improvement (8 points)

#### **Section IV. Business Acumen and Budget Justification Narrative: 12 points**

- A. Financial Qualifications and Sustainability (12 points)

### 6.3. Reservation of Rights regarding the Evaluation Process and Criteria

### **6.3.1. Revised Rounds of Negotiations.**

DAS reserves the right to implement revised rounds of negotiations at any time in accordance with OAR 125-247-0260(2)(f), if DAS determines that to do so is in the best interest of DAS. If DAS elects to implement revised rounds of negotiations, then DAS shall advise Applicants of the revised rounds of negotiations process and requirements. The Rule allows for certain revisions, successive rounds of Applications, and new scoring to determine the best Application for purposes of awarding Preschool Promise program services.

### **6.3.2. Competitive Range Process.**

DAS reserves the right to implement a competitive range process in accordance with OAR 125-247-0260(2)(d), if DAS determines that to do so is in the best interest of DAS. If DAS elects to implement the competitive range process, then before the Evaluation Process begins, DAS shall advise Applicants of the competitive range process being implemented.

### **6.3.3. Best and Final Offer**

The “Best and Final Offer” permits DAS to request a “Best and Final Offer” from one or more Applicants if additional information is required to make a final decision. Applicant may be contacted asking that they submit their “Best and Final Offer”, which must include any and all discussed and negotiated changes. DAS reserves the right to request a “Best and Final Offer” for this RFA based on any factor.

### **6.3.4. Oral Presentations/Interviews**

DAS reserves the right to conduct Oral Presentation/Interviews as part of the Competitive Range Process. If DAS elects to implement Oral Presentations/Interviews as part of the Competitive Range Process, all Applicants included will be invited for an interview with the Evaluation Panel. Applicants will be notified of their actual interview date, time and location. Any materials other than those submitted to fulfill the requirements of this RFA will not be considered as part of the Oral Presentation/Interview process. This meeting will provide the opportunity for entities to introduce key personnel, describe their project approach, and the opportunity for the evaluation panel to ask clarifying questions about the content of applications.

### **6.3.5. Discussions and Revised Applications:**

Upon identification of Applications included in the Competitive Range, DAS may choose to enter into discussions. If so, DAS will initiate oral or written discussions with all Applicants in the Competitive Range (collectively, eligible Applicants), regarding their applications with respect to the provisions of the RFA that DAS identified in each Application as the subject of discussions. DAS may utilize this method to identify deficiencies within each application or notify eligible Applicants of parts of their Applications for which DAS may like additional information; or, allowing Applicants to develop revised Applications that will allow DAS to obtain the best Application possible based on the requirements and evaluation criteria set forth in the RFA. DAS may adjust the evaluation of an Application as a result of a discussion under this section.

DAS reserves all rights afforded to it to carry out the provisions of this section as found in OAR 137-047-0261(7)

## **6.4. Responsibility**

Prior to award, DAS intends to evaluate whether the apparent successful Applicants meet the applicable standards of responsibility identified in OAR 125-247-0500. In doing so DAS may request information in addition to that already required in the RFA, when DAS, in its sole discretion, considers it necessary or advisable.

DAS reserve the right, pursuant to OAR 125-247-0500, to investigate and evaluate, at any time prior to award and execution of the Contract/Agreement/Amendment, an apparent successful Applicant's capability to perform the scope of work. Submission of a signed Application shall constitute approval for DAS to obtain any information DAS deems necessary to conduct the evaluation. DAS shall notify an apparent successful Applicant in writing of any other documentation required, which may include but is not limited to: recent profit-and-loss history; current balance statements; assets-to-liabilities ratio, including number and amount of secured versus unsecured creditor claims; availability of short and long-term financing; bonding capacity; credit information; and facility and personnel information. Failure to promptly provide this information shall result in Application rejection.

DAS may postpone the award of Contracts/Agreements/Amendments after announcement of the apparent successful Applicants in order to complete its investigation and evaluation. Failure of an apparent successful Applicant to demonstrate Responsibility, as required under OAR 125-247-0500, shall render the Applicant non-responsible.

### **6.4.1 Tax Affidavit**

Prior to execution of the Contract, the apparent successful Proposer shall complete and submit the Tax Affidavit (Attachment 10) to demonstrate compliance with Oregon Tax Laws. Failure to demonstrate compliance may result in a finding of non-responsibility.

## **6.5. Final Selection and Award**

The Awards, if any, under this RFA will be made to the highest ranked responsive, responsible Applicants. Applicant ranking will be determined by the final score from the Application Evaluation, as such score may be adjusted in accordance with one or more of the processes or procedures set forth above. DAS will enter into negotiations with the highest ranked Applicants. References for the highest ranked Applicants may be contacted to verify that each such Applicant has the skills and requirements that Applicant has included in its Application. DAS may choose to not award any Contract/Agreements/Amendments. In the event that Contract/Agreement/Amendment negotiations with an Applicant are not successful within a reasonable time frame, DAS reserves the right to terminate negotiations with that Applicant, and negotiate with the next highest ranked Applicant not already engaged in negotiations. The determination of what constitutes a reasonable time frame for purposes of this paragraph shall be solely at the determination of DAS. If all Applications are rejected, Applicants will be promptly notified.

Notwithstanding the preceding paragraph DAS may, in its sole discretion, adjust the Awards in order to maximize the breadth of service delivery across geography and population. Such adjustments may result in the Awards to Applicants that rank lower than Applicants that do not receive an Award.

## **6.6. Protests**

### **6.6.1 Solicitation Protests**

Agency will respond timely to all protests submitted by the due date and time listed in Section 4.2, Schedule of Events. Protests that are not received timely or do not include the required information may not be considered.

#### **(a) Protest of Data or Calculations in Preschool Promise Data Book**

In order to reflect the relative importance of the need for Preschool Promise Services and the capacity to deliver Preschool Promise Services in the geographic area served by a Hub, ELD has performed an objective assessment of such need and capacity, based on the data contained in the Preschool Promise Data Book set forth in Attachment 9, and has allocated points to each Hub based on such assessment. The points allocated to each Hub based on this assessment are also set forth in the Preschool Promise Data Book. These points represent a small portion of the available points and are in addition to points for need and capacity that may be awarded by the Evaluation Committee as part of its review of a Hub's application, as otherwise described in this RFA. An Applicant shall have 14 calendar days after the date of issuance of this RFA to submit to the SPC identified in Section 4 a written protest of the data or calculations contained in the Preschool Promise Data Book. DAS will not consider any protests of the data or calculations in the Preschool Promise Data Book after this deadline. Only protests of the accuracy of the data or calculations contained in the Preschool Promise Data Book will be considered under this Section 6.6.1(a) and, to be successful, such protest must demonstrate through objective means how or why the data or calculations are inaccurate.

#### **(b) Other Protests of RFA**

An Applicant shall have 30 calendar days after the date of issuance of this RFA to submit to the SPC identified in Section 4 a written protest of anything contained in this RFA (other than Preschool Promise Databook data or calculations protests, which are governed exclusively by Section 6.6.1(a)), including but not limited to, the RFA process, Specifications, Scope of Services, and the proposed Contract Amendment(s). The protest provisions of this Section 6.6.1 are Applicant's only opportunities to protest the provisions of the RFA. DAS will not consider any protests of the RFA after the applicable deadlines in this Section 6.6.1.

#### **(c) Protests of RFA Addenda**

An Applicant may submit a written protest of anything contained in the respective RFA Addendum. Protests to Addenda, if issued, must be submitted by the date/time specified in the respective Addendum, or they will not be considered. Protests of matters not added or modified by the respective Addendum will not be considered.

#### **(d) Solicitation Protests must:**

- Be delivered to the SPC in hard copy
- Reference the RFA number
- Identify prospective Applicant's name and contact information
- Be sent by an authorized representative of Applicant

- State the reason for the protest, including:
  - the grounds that demonstrate how the Procurement Process is contrary to law, unnecessarily restrictive, legally flawed, or improperly specifies a brand name or, if a Databook data or calculations protest, the data or calculations claimed to be inaccurate; and
  - evidence or documentation that supports the grounds on which the protest is based
- State the proposed changes to the RFA provisions or other relief sought
- Protests to the RFA must be received by the due date and time identified in the Schedule

### **6.6.2 Competitive Range and Award Protests**

DAS PS will address all timely submitted protests within a reasonable time and will issue a written decision to the respective Applicant. Protests that do not include the required information may not be considered by DAS PS.

#### **(a) Protest of Competitive Range:**

If DAS implements the Competitive Range option, every Applicant shall be notified of its selection status. An Applicant shall have 7 calendar days after the date of the notice of competitive range to submit a written protest to the SPC identified in Section 4.1.1. Competitive Range protests must meet the requirements of ORS 279B.410 to be considered. DAS will not consider any protests of the Competitive Range that are received after this deadline.

#### **(b) Protest of Award:**

Every Applicant shall be notified of its selection status. An Applicant shall have 7 calendar days after the date of the notice of intent to award to submit a written protest to the SPC identified in Section 4.1.1. Award protests must meet the requirements of ORS 279B.410 to be considered. DAS will not consider any protests that are received after this deadline. Award protests must:

- Be delivered to the SPC via hard copy.
- Reference the RFA number.
- Identify prospective Applicant's name and contact information
- Be signed by an authorized representative of Applicant.
- Specify the grounds for protest.
- Be received within 7 calendar days of the intent to award notice.

### **6.7. Application Rejection**

DAS will reject an Applicant's Application if the Applicant attempts to influence a member of the Application Review Panel regarding the Application review and evaluation process.

DAS may reject an Application for any of the following additional reasons:

- (a) The Applicant fails to substantially comply with all prescribed solicitation procedures and requirements, including but not limited to the requirement that Applicant's authorized representative sign the Application Cover Sheet Certification (Attachment 1) in ink; or
- (b) The Applicant makes any unauthorized contact regarding this RFA with State employees or officials other than the SPC.

## **SECTION 7 – GENERAL INFORMATION**

### **7.1. Changes/Modification and Clarifications**

When appropriate, DAS will issue revisions, substitutions, or clarifications as Addenda to this RFA. Changes/modifications to the RFA shall be recognized only if in the form of written Addenda issued by DAS PS and posted on the ORPIN website (<http://orpin.oregon.gov/>).

### **7.2. Reservation of DAS Rights**

DAS reserves all rights regarding this RFA, including, without limitation, the right to:

- Amend or cancel this RFA without liability if it is in the best interest of the State to do so, in accordance with ORS 279B.100;
- Reject any and all Applications received by reason of this RFA upon finding that it is in the best interest of the State to do so, in accordance with ORS 279B.100;
- Waive any minor informality;
- Seek clarification of each Application;
- Negotiate the statement of work within the scope of work described in this RFA and to negotiate the rate;
- Amend or extend the term of any Contract/Agreement previously issued or issued as a result of this RFA;
- Engage Applicant by selection or procurement for different or additional services independent of this RFA process and any contracts/agreements entered into pursuant hereto;
- Enter into direct negotiations to execute a Contract/Agreement/Amendment with a responsive Applicant, in the event that the Applicant is the sole Applicant to this RFA, and DAS determines that the Applicant satisfies the minimum RFA requirements;
- Reject any Application upon finding that to accept the Application may impair the integrity of the procurement process or that rejecting the Application is in best interest of the State.

### **7.3. Award Notice**

The apparent successful Applicants shall be notified in writing and DAS will set the time lines for Contract/Agreement/Amendment negotiation as applicable.

### **7.4. Modification or Withdrawal**

- (a) **Modifications:** An Applicant may modify its Application in writing prior to the closing. An Applicant must prepare and submit any modification to its Application to DAS PS in

accordance with Paragraph 4.3, above. Any modification must include the Applicant's statement that the modification amends and supersedes the prior Application. The Applicant must mark the submitted modification "Application Modification RFA # DASPS-2545-15," and be addressed to the attention of the SPC.

- (b) **Withdrawals:** An Applicant may withdraw its Application by submission of written notice signed by an authorized representative of the Applicant and delivered to the SPC in person or in the same manner as set forth in Paragraph 4.3, above. The Applicant must mark the written request to withdraw "Application Withdrawal to RFA # DASPS-2545-15."

## **7.5. Release of Information**

No information shall be given to any Applicant (or any other individual) relative to their standing with other Applicants during the RFA process.

## **7.6. Public Information**

- (a) After the notice of intent to award, the procurement file is subject to public disclosure in accordance with OAR 125-247-0630, and the Oregon Public Records Law (ORS 192.410–192.505). If any part of an Application or protest is considered a trade secret as defined in Oregon Revised Statutes 192.501(2) or otherwise exempt from disclosure under Oregon Public Records Law, the Applicant shall, at the time of submission: (1) clearly designate that portion as confidential in Part I. of Attachment 2 (Applicant's Designation of Confidential Materials); and (2) explain the justification for exemption under the Oregon Public Records Law in Part II of Attachment 2, in order to obtain protection, if any, from disclosure. Application of the Oregon Public Records Law shall determine if the confidential information claimed to be exempt is in fact exempt from disclosure.
- (b) Any person may request copies of public information. However, copies of Applications will not be provided until the evaluation process has been closed and the notice of intent to award has been issued. Requests for copies of public information shall be in writing. Requestors will be charged according to the current DAS policies and rates for public records requests in effect at the time DAS PS receives the written request for public information. Fees, if applicable, must be received by DAS PS before the records are delivered to the requestor.

## **7.7. Cost of Applications**

All costs incurred in preparing and submitting an Application in response to this RFA will be the responsibility of the Applicant and will not be reimbursed by DAS.

## **7.8. Statutorily Required Preferences**

The following Preferences and rules apply to this RFA:

- (a) Preference for Oregon Supplies and Services, pursuant to ORS 279A.120 and OAR 125-246-0300 and 125-246-0310;
- (b) Preference for recycled materials and products, pursuant to ORS 279A.125 and OAR 125-246-0320 through 125-246-0324;

- (c) Performance within the state of public printing, binding and stationery work, pursuant to ORS 282.210; and
- (d) The Applicant shall use recyclable products to the maximum extent economically feasible in the performance of the Contract Work set forth in this document pursuant to ORS 279B.060(2)(f).

## **7.9 Contract/Agreement Period**

Initial term of the Contract/Agreement/Amendment shall be for the period stated in Section 1.1. If DAS determines that the work performed has been satisfactory, DAS may, at its option, amend or extend the Contract/Agreement for additional time and for additional dollars without further solicitation. Modifications or extensions shall be by written amendment duly executed by the parties to the original Contract/Agreement or through execution of a successor contract.

## **7.10 Contractual/Agreement Obligation**

All Applicants who submit an Application in response to this RFA understand and agree that DAS is not obligated thereby to enter into a Contract/Agreement/Amendment with any Applicant and, further, has absolutely no financial obligation to any Applicant.

## **7.11 Contract/Agreement Documents**

Each Applicant selected through this RFA process will be required to execute an amendment to its existing (or successor) Hub contract with DAS (on behalf of ELD) to provide for the Applicant's implementation of the Preschool Promise program in its service delivery area. DAS/ ELD will negotiate the terms of the amendment with the selected Applicant, though DAS/ ELD will not negotiate, in the context of this amendment, any modification to the general or standard terms and conditions of the Applicant's existing Hub contract except as necessary to provide for implementation of the Preschool Promise program.

**REQUEST FOR APPLICATION #DASPS-2545-15  
ATTACHMENT 1**

**APPLICATION COVER SHEET CERTIFICATION**

I, the official named below, certify that I am duly authorized to legally bind the Applicant to the clause(s) listed below.

<i>Applicant Name (Printed)</i>		
<i>Corporate Address of Record</i>		
<i>By (Authorized Signature of Person with Authority to Obligate the Applicant Contractually)</i>		
<i>Printed Name</i>	<i>Title of Person Signing</i>	
<i>Date Signed</i>	<i>Telephone Number</i>	
<i>Email Address</i>		
<i>Identify Name of Person Authorized to Negotiate the Contract on Behalf of Applicant</i>	<i>Identify Title of Person Authorized to Negotiate the Contract on Behalf of Applicant</i>	<i>Telephone Number</i>
<i>Email Address:</i>		
<i>Identify Name of Person to be Contacted for Clarification of Application package</i>	<i>Identify Title of Person Authorized to be Contacted for Clarification of Application package</i>	<i>Telephone Number</i>
<i>Email Address:</i>		

1. Applicant understands and accepts the requirements of this Opportunity.
2. Applicant acknowledges receipt of any and all Addenda to this Opportunity.
3. Under penalty of perjury, Applicant certifies that Applicant is aware of and complies with the requirements found in OAR 125-246-0330. Upon request of DAS-PS, Applicant shall provide supporting documentation.
4. Applicant and Applicant’s employees and agents are not included on the list titled “Specially Designated Nationals and Blocked Persons” maintained by the Office of Foreign Assets Control of the United States Department of the Treasury and currently found at: <http://www.treas.gov/offices/enforcement/ofac/sdn/t11sdn.pdf>.
5. Applicant acknowledges these certifications are in addition to any certifications required in the Contract at the time of Contract execution.

**REQUEST FOR APPLICATION #DASPS-2534-15  
ATTACHMENT 2**

**APPLICANT DESIGNATION OF CONFIDENTIAL MATERIALS**

**NONE SUBMITTED, or**

**LISTED DESIGNATIONS BELOW**

**REQUEST FOR APPLICAITON #DASPS-2545-15  
ATTACHMENT 3**

**RSVP FOR PRE-PROPOSAL TELECONFERENCE**

Please return this form via email attachment no later than **5:00 p.m. (PT), January 11, 2016**, to the Single Point of Contact. Please note: **You must return this form if you intend to participate in the pre-proposal Teleconference scheduled for January 13, 2016** from 2:00 p.m. PT to 3:00 p.m. PT.

Company Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Title: \_\_\_\_\_

Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Contact Telephone: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Switchboard Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

Indicate the name of and contact information for the representative(s) from your company who will participate during the pre-proposal audio Conference:

NAME AND POSITION	CONTACT INFORMATION







# Instructions

This worksheet is designed to capture information about potential providers in the Applicant's service delivery area. Providers listed should include:

1. **Providers who have submitted Letters of Interest**
2. **Providers who have not submitted Letters of Interest, yet the Applicant has identified as potential providers**

**Provider Type:** Use the appropriate acronym from the list provided. For providers who submitted a Letter of Interest, this information is indicated on the Provider Coversheet.

1. **CBO:** Community-based Organization
2. **ESD:** Education Service District
3. **HS/OPK:** Federal Funded Head Start and/or State Funded Head Start
4. **RN:** Relief Nursery
5. **K-12:** Public school
6. **PCS:** Public charter school
7. **PPS:** Private Preschool
8. **CCP:** Childcare provider

**Number of Children:** Transfer information from Provider Coversheet for Ideal and Maximum number of children. For providers who have not submitted a Letter Interest indicate N/A (not applicable).

**Budget:** Insert the 'Total' from the Provider Coversheets. For providers who have not submitted a Letter of Interest indicate N/A (not applicable).

**Comments on Focus Population:** Provide brief description of focus population.

**Letter of Interest Submitted:** Indicate 'Y' for Yes and 'N' for No.

**Totals:** Provide totals for Ideal Number of Children, Maximum Number of Children and Budget.

**REQUEST FOR APPLICAITON #DASPS-2545-15  
ATTACHMENT 6**

## **Preschool Promise Potential Provider Coversheet**

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**Provider Name:** \_\_\_\_\_

<b>Provider Type</b>	<b>Number of Children</b>		<b>Comments on Focus Population</b>	<b>Budget</b>
	<b>Ideal</b>	<b>Maximum</b>		

### **Instructions**

**Provider Type:** Use the appropriate acronym from the list provided.

Provider Type Acronyms:

1. **CBO:** Community-based Organization
2. **ESD:** Education Service District
3. **HS/OPK:** Federal Funded Head Start and/or State Funded Head Start
4. **RN:** Relief Nursery
5. **K-12:** Public school
6. **PCS:** Public charter school
7. **PPS:** Private Preschool
8. **CCP:** Childcare provider

**Number of Children:** The ideal number should represent the provider's preferred number of children to serve with Preschool Promise funds. The maximum number, although not ideal, should represent the number of children the provider has the capacity to serve if needed.

**Comments on Target Population:** If the provider is planning on serving a focus population, please provide a brief rationale for selection of the focus population.

**Budget:** Insert the 'Total' indicated on the *Provider Annual Operating Budget Worksheet*.

**REQUEST FOR APPLICATION #DASPS-2545-15  
ATTACHMENT 7**

**Oregon Early Learning Division: Preschool Promise  
Potential Provider Letter of Interest**

Oregon's new diverse delivery preschool program, Preschool Promise, is including Letters of Interest from eligible providers as part of the application packet for any Early Learning Hub seeking to participate in the first year of the new program. This document provides essential information for potential providers. Part I provides background and due date. Part II provides the Letter of Interest that each potential provider must submit.

**Part I: Background and Due Date**

**House Bill 3380 and Purpose of Letter of Interest:** Through House Bill 3380, Oregon is creating a new diverse delivery preschool program to expand preschool options for children. Early Learning Hubs are coordinating participating providers in this program. Early Learning Hubs are also applying for state funding to deliver the preschool program services, coordinating local planning, and will be subcontracting with participating providers for delivery of the services. Early Learning Hubs are required to identify local partners who are interested in participating in Preschool Promise. The Letter of Interest (LOI) is part of this process. The LOI will assist the Hub and the Early Learning Division in identifying interested, committed potential providers and providing an initial assessment of both their interest in participating, as well as initial understanding of the requirements of Preschool Promise. The Early Learning Division encourages all eligible potential providers to submit a Letter of Interest based on community needs and its own capacity to participate in the program. We recognize that potential providers need time to conduct outreach to families; recruit, hire and train staff; and accomplish all the planning necessary to successfully implement Preschool Promise.

**Due Date and Submission Requirements for Letter of Interest:** The Letter of Interest is due to the Early Learning Hub no later than **INSERT DATE HERE**. The Letter of Interest shall be submitted by email to: **Local Early Learning Hub to insert information here**. The Early Learning Hubs reserve the right to reject any Letters of Interest that are not submitted on time. In the case of a multi-site provider, a separate Letter of Interest is required for each service location who wishes to participate.

**Assistance in Completing the Letter of Interest:** Assistance is available from the Early Learning Hub. **Please direct questions to:**

**Eligible Providers:** Pursuant to House Bill 3380, eligible preschool providers include:

- Child care provider (center and home)
- Community-based organization that provides a preschool program
- Education Service District
- Head Start and Oregon Prekindergarten
- Private preschool
- Public charter school
- Public School
- Relief Nursery

Eligible providers must meet other requirements, which are outlined below.

- Serve 3 and 4 year old children in this new program
- Serve children who are living in families whose income is at or below 200% of the federal poverty line
- Provide the annual number of instructional hours required for kindergarten (900 hours)
- Attain one of the top two ratings of the quality rating and improvement system (QRIS) for early childhood programs.

For more information on the QRIS, please go to <http://triwou.org/projects/qrisc>

- Adopt culturally responsive teaching methods and practices.
- Provide a high quality culturally responsive family engagement environment that supports parents as partners in a child's learning and development.
- Provide high quality, culturally responsive curricula, assessment and professional development that are linked to one another and to the state's comprehensive early learning standards.
- Provide highly trained preschool teachers who have at least a bachelor's degree in early childhood education or a field related to early childhood education.
- Provide lead preschool teachers with a salary that meets the minimum salary requirements established by the Early Learning Council.
- Provide at least one assistant in each classroom who provides support for academic instruction and who meet the state's personnel qualification requirements of one of the top two tiers for the QRIS.
- Provide health and child development supports for children and families, such as screening, referrals and coordination with health care provider.
- Incorporates best practices in outreach, enrollment and programming for diverse cultural and linguistic populations and children who have been historically underserved in preschool programs.
- Work in collaboration with community programs to ensure that families have knowledge of, and are connected to, community resources and supports to meet the needs of children and families served by the preschool program.
- Provide continuity from infant and toddlers services to early elementary grades.
- Participate in an ongoing monitoring and program evaluation system that is used for continuous program improvement.

Time-limited waivers are available to participating providers, subject to the following conditions:

- Are for a program that is maintaining progress toward quality
- Are for the first years of the preschool program only and
- Are granted for one year periods

Waivers are available through the Early Learning Division, and are submitted by the Early Learning Hub. As part of the Letter of Interest, providers are asked to preliminarily identify any areas where a waiver might be requested.

**Oregon Division of Early Learning**  
**Oregon Preschool Promise**  
**Potential Provider Letter of Interest**

**Note:** The Letter of Interest (LOI) is due on **INSERT DATE AND TIME HERE** to your local Early Learning Hub. Submit the LOI electronically **to INSERT CONTACT INFORMATION HERE**. A separate LOI is required for each location in which the provider intends to participate.

**ORGANIZATIONAL INFORMATION:**

Name of Early Learning Hub			
Legal Name of Provider			
Business Address	Street/PO	City	Zip
Service Address	Street/PO	City	Zip
For further information please contact:			
Name			
Title			
Phone Number		Email	

**TYPE OF PROVIDER**

Our organization is (check all that apply to the specific site):

- Child care provider (center and home)
- Community-based organization that provides a preschool program
- Education Service District
- Head Start program
- Oregon prekindergarten program
- Private preschool
- Public School
- Public charter school
- Relief Nursery

**QRIS STATUS**

Our QRIS status is:

- Star 5
- Star 4
- Star 3
- Commitment to Quality (C2Q)
- Licensed or License Exempt
- Do not currently participate in the QRIS

**PRESCHOOL ENROLLMENT**

As of **December 2015**, our organization currently enrolls [redacted] 3 and 4 year old children in a preschool program and during December 2015, we operated [redacted] classrooms serving 3 and 4 year old children.

We would like to be considered for a total number of [redacted] Preschool Promise slots. Slots may be available for all or part of a classroom. If slots are blended with other funding streams, the standard of Preschool Promise must be met for all children participating in that classroom.

Of the total number served in December 2015, please indicate how many of those children meet each of the categories below by checking the box and filling in the number.

- Family income at or below 200% [redacted]
- English Language Learner [redacted]
- Housing Insecurity/Homeless [redacted]
- IFSP [redacted]
- Families are in the child welfare system [redacted]
- Children in Foster Care [redacted]
- Children of immigrants and/or refugees [redacted]
- Unknown: we do not track this information [redacted]

If you serve children who have high needs, and were not identified above, please provide more information. [redacted]

**PRESCHOOL PROMISE STANDARDS**

Oregon’s Preschool Promise has quality standards. For each standard, please indicate if your program already meets this standard. In the last column, please indicate if you might need a waiver during the first start-up year.

Standard	Currently meets Standard		Waiver might be needed Y/N
	YES	NO	
Provide the annual number of instructional hours required for kindergarten (900 hours)			
Provide high quality, culturally responsive curricula			
Provide high quality, culturally responsive formative child assessment			
Provide high quality, culturally responsive professional development			
Follow the Oregon Early Learning Standards through use in curriculum, assessment, and professional development			
Link curriculum, assessment and professional development together			
Uses culturally responsive teaching methods and practices			
Provides a high quality culturally responsive family engagement environment that supports parents as			

partners in a child's learning and development			
Preschool teachers have at least a bachelor's degree in early childhood education or a field related to early childhood education			
Provide at least one assistant in each classroom who provides support for academic instruction and who meet the state's personnel qualification requirements of one of the top two tiers for the quality rating and improvement system			
Provide developmental screening and follow-up referral and coordination with health care providers			
Ensures that families have knowledge of and are connected to community resources and supports that meet child and family needs			
Provide continuity from infant and toddlers services to early elementary grades			
Engage in continuous quality improvement			
QRIS 4 or 5 Star Rating			

**OTHER REQUIRED DOCUMENTS:**

- Provider Coversheet
- Provider Budget Worksheet

Please fill out all documents and assemble them in this order: Coversheet; Budget Worksheet, Letter of Interest (signed)

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**REQUEST FOR APPLICAITON #DASPS-2545-15  
ATTACHMENT 8**

## **Potential Provider Annual Operating Budget Worksheet**

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- The intended purpose of this worksheet is for interested potential providers to begin the process of developing an annual operating budget.
- This worksheet is intended to be a preliminary estimate and it is not inclusive of all operating costs or detail.
- This worksheet is not intended to be used as part of the provider selection process that a Hub will need to administer if the Hub is selected as an Awardee.

<b>Category</b>	<b>Amount</b>	<b>Comments</b>
<b>Staff Compensation</b>		
<b>Facility Expenses</b>		
<b>Classroom Supplies</b>		
<b>Administrative Costs</b>		
<b>Transportation (Optional)</b>		
<b>Other Expenses</b>		
<b>Total</b>		

# Instructions

**Base Annual Operating Budget on the Ideal Number of Children indicated on the Potential Provider Coversheet.**

**Staff Compensation:** All Direct Service Staff compensation. In the comments section, please describe the staffing model. *For example; 1 FTE Lead Teacher, 1 FTE Assistant Teacher, .25 FTE Food Prep Staff, etc.*

**Facility Expenses:** Utilities, lease, technology, and other facility costs.

**Classroom Supplies:** Classroom supplies (consumables), assessment, curriculum materials, etc.

**Administrative Costs:** Any expenses that are required for appropriate service delivery but are not considered direct services. This could be calculated using a percentage of all other costs or can be calculated using an allocation method.

**Transportation:** Costs associated with offering transportation support should include staff compensation and annual operating expenses. Please use the comment section to describe the service being offered.

**Other Expenses:** Any other identified expenses that are necessary for appropriate service delivery.

**Total:** All expenses listed represented in a sum total.

*Note: Food Service is not included because although it is an expense, providers will be required to use the CACFP program for reimbursements. Typically, the expense of food service and revenue captured through reimbursements negate each other. Use the 'Other Expenses' category/comment section if special considerations need to be noted.*

## Young Children in Need: Hub

HUB	Est # children 3-4 under 200% FPL	Est # children 3-4 under 200% FPL: <b>0-2 PTS</b>	% Children 0 - 5 Under 200% FPL	% Children 0 - 5 Under 200% FPL : <b>0- 2 PTS</b>	3rd Grade Reading 2013-14 <b>(LO to HI)</b>
Blue Mtn	3,049	1.0	64.2%	2.0	63.5%
Central OR	4,691	1.5	56.5%	1.5	72.1%
Clackamas	9,226	2.0	35.7%	0.0	71.5%
Eastern OR	1,325	0.0	65.6%	2.0	63.7%
Four Rivers	1265	0.0	47.8%	1.0	61.6%
Frontier	300	0.0	66.4%	2.0	78.5%
Lane	7,765	1.5	55.8%	1.5	69.1%
LBL	5,407	1.5	55.7%	1.5	65.5%
Marion-Polk	11,218	2.0	60.3%	1.5	55.6%
Multnomah	18,739	2.0	44.7%	0.0	63.5%
Northwest	2,416	1.0	52.4%	1.0	69.0%
South Coast	1,849	0.0	54.6%	1.0	61.4%
South-Central	3,784	1.0	63.6%	2.0	61.7%
Southern OR	6,678	1.5	63.1%	2.0	68.7%
Washington	16,014	2.0	36.3%	0.0	71.2%
Yamhill	2,644	1.0	52.3%	1.0	71.4%

**2 POINTS AWARDED**  
**1.5 POINTS AWARDED**  
**1 POINT AWARDED**  
**0 POINTS AWARDED**

≥ 9,000	≥ 63%	≤ 63%
4,000 - 8,999	55% - 62.9%	63.1% - 67%
2,000 - 3,999	47% - 54.9%	67.1% - 71%
< 2,000	< 47%	> 71%

Sources

Child demographics:  
 Educational data:  
 "At-risk" data:

HUB	Total Points: <b>NEEDS</b>	Total Points: <b>CAPACITY</b>	Total Points: <b>0 - 15</b>
Blue Mtn	7.0	2.0	<b>9.0</b>
Central OR	5.5	2.5	<b>8.0</b>
Clackamas	2.0	1.5	<b>3.5</b>
Eastern OR	6.5	1.5	<b>8.0</b>

Four Rivers	6.5	4.0	<b>10.5</b>
Frontier	5.0	1.0	<b>6.0</b>
Lane	5.0	4.5	<b>9.5</b>
LBL	5.5	3.0	<b>8.5</b>
Marion-Polk	8.0	1.5	<b>9.5</b>
Multnomah	4.5	4.5	<b>9.0</b>
Northwest	5.5	0.0	<b>5.5</b>
South Coast	7.0	0.0	<b>7.0</b>
South-Central	9.0	3.5	<b>12.5</b>
Southern OR	8.0	1.5	<b>9.5</b>
Washington	2.0	1.5	<b>3.5</b>
Yamhill	4.0	2.5	<b>6.5</b>

## Point Allocation

3rd Grade Reading 2013-14: 0-2 PTS	OKA Approaches to Learning 2014-15 (LO to HI)	OKA Approaches to Learning 2014-15: 0-2 PTS	% "at-risk" population as used in the Hub Funding formula	% "at-risk" population as used in the Hub Funding formula: 0-2 PTS	TOTAL POINTS: NEEDS (0 - 10 PTS)
1.5	3.67	1.0	78.1%	1.5	7.0
0.0	3.64	1.5	73.0%	1.0	5.5
0.0	3.75	0.0	51.4%	0.0	2.0
1.5	3.67	1.0	93.2%	2.0	6.5
2.0	3.55	2.0	76.9%	1.5	6.5
0.0	3.56	2.0	73.3%	1.0	5.0
1.0	3.75	0.0	71.3%	1.0	5.0
1.5	3.72	0.0	70.6%	1.0	5.5
2.0	3.66	1.0	74.0%	1.5	8.0
1.5	3.68	1.0	62.7%	0.0	4.5
1.0	3.70	1.0	74.6%	1.5	5.5
2.0	3.60	2.0	84.7%	2.0	7.0
2.0	3.57	2.0	86.3%	2.0	9.0
1.0	3.65	1.5	83.8%	2.0	8.0
0.0	3.74	0.0	48.3%	0.0	2.0
0.0	3.57	2.0	63.8%	0.0	4.0

≤ 3.60

3.61 - 3.65

3.66 - 3.70

> 3.70

≥ 80%

74% - 79.9%

68% - 73.9%

< 68%

1 POINTS A

.5 POINTS A

0 POINTS A







## oint Allocations

# provider staff at Step 9 (AA) or higher per 100 3-4 year olds	# provider staff at Step 9 (AA) or higher per 100 3-4 year olds 0-2 PTS	# provider staff at Step 10 (BA) or higher per 100 3-4 year olds	# provider staff at Step 10 (BA) or higher per 100 3-4 year olds 0-2 PTS	Total Points: CAPACITY (0 - 5 PTS)
6.10	0.5	3.87	0.5	2.0
7.03	0.5	5.03	1.0	2.5
6.02	0.5	4.50	0.5	1.5
6.79	0.5	2.94	0.0	1.5
9.09	1.0	5.45	1.0	4.0
2.67	0.0	2.33	0.0	1.0
8.20	1.0	5.38	1.0	4.5
8.60	1.0	6.42	1.0	3.0
3.97	0.0	2.49	0.0	1.5
8.19	1.0	6.75	1.0	4.5
5.38	0.0	3.68	0.0	0.0
5.46	0.0	3.08	0.0	0.0
6.05	0.5	3.83	0.5	3.5
5.90	0.0	3.77	0.0	1.5
5.46	0.0	4.40	0.5	1.5
5.79	0.0	3.93	0.5	2.5

≥ 8.0

6.0 - 7.9

< 6.0

≥ 5.0

3.80 - 4.99

< 3.8

## ATTACHMENT 10 – AFFIDAVIT OF COMPLIANCE WITH TAX LAWS

Prior to execution of the Contract, the apparent successful Applicant shall complete and submit the Tax Affidavit (Attachment 10) to demonstrate compliance with Oregon Tax Laws. This is not required to be submitted with Proposals.

\_\_\_\_\_ (Affiant), being first duly sworn under oath, and representing [insert legal name of firm] (hereafter “Applicant”), hereby deposes and swears or affirms under penalty of perjury that:

1. I am an authorized agent of the Applicant, and I have full authority from the Applicant to submit this affidavit and accept the responsibilities stated herein.
2. I have knowledge regarding Applicant’s payment of taxes, and to the best of my knowledge, Applicant is not in violation of any tax laws of the State of Oregon or a political subdivision of the State of Oregon, including, without limitation, ORS 305.620 and ORS chapters 316, 317 and 318.
3. Applicant shall provide written notice to Agency within two business days of any change to the Applicant’s status of tax law compliance.

\_\_\_\_\_  
Affiant’s Signature

State of \_\_\_\_\_)

) ss:

County of \_\_\_\_\_)

Signed and sworn to before me on \_\_\_\_\_ (date) by \_\_\_\_\_  
(Affiant’s name).

\_\_\_\_\_  
Notary Public for the State of \_\_\_\_\_

My Commission Expires: \_\_\_\_\_