



Early Learning Council

June 25, 2025

9:00 a.m. – 2:00 p.m.

Department of Early Learning and Care
3rd Floor, Grand Ronde Room
700 Summer St NE, Suite 350
Salem, OR 97301

COUNCIL ACTION REQUEST

Date: June 25, 2025

AGENDA ITEM: Early Learning Hub Ruleset Amendments

ACTION: Adopt the proposed permanent rule amendments to the Early Learning Hub ruleset to strengthen the role of the Early Learning Hubs by enhancing regional coordination and strategic planning. The amendments lead to better alignment of resources to meet the needs of culturally diverse families.

ISSUE: The Early Learning Hub ruleset has not been revised since their launch in 2014. DELC worked in partnership with the Hubs through a 12-month BUILD Initiative process that brought together leadership from the Early Learning Hubs, DELC, and the Oregon Early Learning Council. This collaboration identified the statewide structure needed to support the Hub vision and highlighted the need for a more robust ruleset. The rulemaking process aims to modernize, clarify, and enhance the framework governing Early Learning Hubs to reflect current best practice, legislative mandates, and operational realities.

BACKGROUND: DELC is proposing rule amendments to the Early Learning Hub ruleset. Early Learning Hubs play a critical role in connecting and coordinating early learning and care services on a regional level. Hubs center the voices of families from communities who face historical and current inequities due to factors such as race, income, zip code, or language. With local leaders and communities, Hubs help build a shared vision and support strategic planning by evaluating regional successes, barriers, and opportunities.

PROCESS: DELC held two listening sessions, one with Early Learning Hub directors and another with backbone entities. DELC convened three Rule Making Advisory Committees (RAC) with families, child care providers, child care provider unions, early learning system partners, community-based organizations, and other community members in April and May 2025. A public hearing was held on May 12, 2025.

Please see “Appendix A: Proposed Oregon Administrative Rule language for the Early Learning Hub Ruleset” for full rule language text presented.

EQUITY ANALYSIS: The proposed rule amendments are expected to impact racially and ethnically diverse communities, particularly those historically and currently facing systemic barriers to accessing early learning opportunities. Families from Black, Indigenous, Tribal nations, Latino, Pacific Islander, and other communities of color, as well as those with limited English proficiency, may experience both positive and negative effects. These communities often face disparities in early childhood education due to factors such as income inequality, geographic barriers, and historical disinvestment in culturally responsive services. However, increased coordination and alignment across sectors (as led by Early Learning Hubs) aim to increase access to resources especially for priority populations.



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The rule changes aim to strengthen the role of Early Learning Hubs in centering the voices of marginalized families, which could improve service access and quality for these communities. By enhancing regional coordination and strategic planning, the amendments may lead to better alignment of resources to meet the needs of culturally diverse families. However, there is also a risk that administrative cost increases at the Hub level could shift funding away from direct services, potentially impacting partners that serve these communities. Additionally, changes in grant administration processes could create new challenges for smaller, community-based providers, particularly those operating with limited administrative capacity.

PROPOSED DRAFT MOTION: I move to adopt the proposed rule language amendments dated June 25, 2025 that adopt amendments to Oregon Administrative Rules 414-800-0005, 414-800-0010, 414-800-0015, 414-800-0020, 414-800-0025, 414-800-0030, 414-800-0105, 414-800-0110, 414-800-0115, 414-800-0120, 414-800-0125, 414-800-0130, 414-900-0005, 414-900-0010, 414-900-0011, 414-900-0015, 414-900-0030, 414-900-0100, 414-900-0110, 414-900-0500, 414-900-0510.

CONTACT: Alyssa Chatterjee, Early Learning Systems Director, Department of Early Learning and Care



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Appendix A:

DIVISION 800

EARLY LEARNING KINDERGARTEN READINESS PARTNERSHIP & INNOVATION PROGRAM

(rules to be repealed and moved into Hub ruleset)

414-800-0005: Definitions

- (1) “Achievement gap” means the research-based gap in achievement that often exists among students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.
- (2) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:
- (a) Living in a household that is at or near poverty, as determined under federal poverty guidelines;
 - (b) Living in inadequate or unsafe housing; having inadequate nutrition;
 - (c) Living in a household where there is significant or documented domestic conflict, disruption or violence;
 - (d) Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
 - (e) Living in circumstances under which there is neglectful or abusive care-giving; or
 - (f) Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.
- (3) “Early childhood services” means programs and services for children ages birth through six years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development. Providers of early childhood services include Early Learning Hubs, relief



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nurseries, home visiting programs, child care providers, preschools, Head Start, Oregon Pre-K, and others who provide programs and services for children ages birth through six.

(4) “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.

(5) “English Language Learners” means children whose native language is other than English or who speak a language other than English in their home.

(6) “Non-profit organization” means:

(a) An organization established as a nonprofit organization under the laws of Oregon; and

(b) Qualifies as an exempt organization under section 501 (c)(3) of the Internal Revenue Code as defined in ORS 314.011.

414-800-0010: Establishment and Purpose

(1) The early literacy grant is established as part of the Oregon Early Reading Program Strategic Investment.

(2) The purpose of the early literacy grant is to:

(a) Improve the readiness of children preparing to enter kindergarten;

(b) Improve the reading proficiency of students by the time students complete the third grade;

(c) Encourage early reading by involving parents, child care providers, and the community to ensure that children have an early start in reading;

(d) Expand the amount of time spent reading, adult support of reading, the availability of reading materials, cultural relevance and promote the level of enjoyment that literacy brings; and

(e) Create materials and curriculum that promote early literacy.



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~~414-800-0015: Eligibility~~

~~(1) The following types of organizations may apply for funding:~~

- ~~(a) Non-profit organizations;~~
- ~~(b) Public libraries;~~
- ~~(c) Public schools or school districts;~~
- ~~(d) Providers of early childhood services.~~

~~(2) The Department shall give preference to receive funding to providers of early childhood services that are Early Learning Hubs.~~

~~(3) A single grant proposal may include more than one eligible provider but the fiscal agent must be one of the eligible applicants identified in subsections (1) or (2) of this rule.~~

~~414-800-0020: Criteria~~

~~(1) The Department shall establish a request for application with a solicitation and approval process to be conducted each biennium for which early literacy grant funds under the Oregon Early Reading Program are available. The Department shall notify eligible applicants of the proposal process and due dates, and make available necessary guidelines and application forms.~~

~~(2) Grants shall be awarded based on the following generally applicable criteria:~~

- ~~(a) The extent to which the applicant demonstrates its ability to lead the implementation of the early literacy program, foster collaboration with other community partners, and leverage the early literacy program as a key strategy for promoting alignment between early learning and K-3.~~
- ~~(b) The extent to which the grant application addresses equity and strategies for targeting specific sub-populations of children, including those who are economically disadvantaged, students learning English as a second language, and students who are African American, Hispanic or Native American; those who are not currently enrolled in formal Pre-K or child care programs, including those participating in license exempt and relative care; and/or those who meet criteria for being at risk of entering kindergarten with limited literacy skills.~~



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~~(c) The extent to which the application identifies clear strategies for building the capacity of adults to engage in high quality reading experiences with children, expanding reading opportunities for children, increasing the frequency with which children are read to in the home, and expanding access to books, libraries, and/or materials and curriculum that promote early literacy.~~

~~(d) The extent to which the project budget is appropriate for the number of children and adults that are proposed to be reached through the proposed early literacy program.~~

~~(e) The extent to which the application demonstrates how outcomes will be measured and sustainability will be achieved.~~

~~(3) The Department shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:~~

~~(a) Geographic location of applicants to insure geographic diversity within the recipients of grant program funds throughout the state;~~

~~(b) Preference to entities that have demonstrated success in improving outcomes for children and families.~~

414-800-0025: Funding

~~(1) The Department shall determine for each fiscal year the portion of the funds available for the early literacy grant.~~

~~(2) Funds received under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.~~

414-800-0030: Reporting

~~Recipients of early literacy grant funds must report on their grant funded program outcomes and expenditures to the Early Learning Council on an annual basis through a written report to the Department. The report must include:~~

~~(1) Description of outputs and activities resulting from the early literacy partnership strategy, including, but not limited to trainings delivered to parents and/or providers or early learning services, books or other materials provided to families and/or providers of early learning services, and number of adults and children reached.~~



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(2) Impact on changes in adult behavior related to reading to children, including but not limited to frequency and quality of reading.

(3) Impact on changes in child behavior related to reading with adults, including but not limited to frequency and quality of reading.

(4) Impact on adult and child attitudes toward reading, including, but not limited to, self-reports related to increased enjoyment of reading.

(5) Impact on closing early literacy opportunity gaps for children who are economically disadvantaged, English language learners, African American, Hispanic, or Native American.

414-800-0105: Definitions

The following definitions apply to OAR 414-800-0105 to 414-800-0130:

(1) “Achievement gap” means the research-based gap in achievement that often exists among students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.

(2) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:

(a) Living in a household that is at or near poverty, as determined under federal poverty guidelines;

(b) Living in inadequate or unsafe housing; having inadequate nutrition;

(c) Living in a household where there is significant or documented domestic conflict, disruption or violence;

(d) Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;

(e) Living in circumstances under which there is neglectful or abusive care-giving; or

(f) Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.



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(3) “Early childhood services” means programs and services for children ages 0 through 6 years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development. Providers of early childhood services include Early Learning Hubs, relief nurseries, home visiting programs, child care providers, preschools, Head Start, Oregon Pre-K, and others who provide programs and services for children ages 0–6.

(4) “Early Learning Hub” means an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.

(5) “Elementary school” means any public school that has at least kindergarten, first, second, and third grade classes.

(6) “English Language Learners” means children whose native language is other than English or who speak a language other than English in their home.

(7) “Non-profit organization” means:

(a) An organization established as a nonprofit organization under the laws of Oregon; and

(b) Qualifies as an exempt organization under section 501 (c)(3) of the Internal Revenue Code as defined in ORS 314.011.

(8) “Postsecondary Institution” means a:

(a) A community college operated under ORS chapter 341.

(b) The following public universities within the Oregon University System:

(A) University of Oregon.

(B) Oregon State University.

(C) Portland State University.



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(D) Oregon Institute of Technology:

(E) Western Oregon University:

(F) Southern Oregon University:

(G) Eastern Oregon University:

(c) Oregon Health and Science University:

(d) An Oregon-based, generally accredited, not-for-profit institution of higher education:

414-800-0110: Establishment and Purpose

(1) The Early Learning Kindergarten Readiness Partnership and Innovation Program is established by ORS 336.101:

(2) This program creates the opportunity to increase the connection between early learning and K-12 by investing in innovative and promising models for early learning/K-12 integration across the state and to build a body of evidence that Oregon can use to create stronger alignment between its early learning and K-12 education systems. The goal of this program is to promote community and school partnerships and innovations that result in measurable increase in children's readiness for kindergarten:

414-800-0115: Eligibility

The following types of organizations may apply for funding:

(1) Early Learning Hubs

(2) Education Service Districts;

(3) K-12 school districts;

(4) Non-profit organizations;

(5) Post-Secondary institutions; or

(6) A collaboration of any of the above:

414-800-0120: Criteria



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~~(1) Applicants for grant funds must meet one or more of the following criteria:~~

~~(a) Form a partnership with at least one provider of early learning services, licensed childcare provider or elementary school;~~

~~(b) Form partnerships with community-based providers of early childhood services to provide preschool and other early learning strategies;~~

~~(c) Establish ambitious but meaningful targets for kindergarten readiness;~~

~~(d) Invest resources in serving a significant number of children in communities with high concentration of poverty, underserved racial groups, non-native English speakers, or rural and remote communities;~~

~~(e) Align with and supplement federal programs to provide moneys for educational purposes;~~

~~(f) Agree to report to, and partner with all Early Learning Hubs serving the region.~~

~~(2) Applicants must demonstrate:~~

~~(a) A proven track record of ability to achieve developmental outcomes for children.~~

~~(b) A clear commitment to equity.~~

~~(c) The proposed plan is likely to:~~

~~(A) Result in a demonstrable connection between early learning providers and schools; and~~

~~(B) Improve kindergarten readiness as measured by the Oregon Kindergarten Assessment.~~

~~(3) Priority for funding will be given to applicants that:~~

~~(a) Assist children in becoming ready for kindergarten or being successful in kindergarten;~~

~~(b) Share professional developments strategies and resources with providers of early learning services, child care providers and kindergarten teachers;~~

~~(c) Demonstrate a commitment to family engagement and three-way partnerships among early childhood programs, school, and parents and families; or~~



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~~(d) Demonstrate the grant funds will serve a significant number of children in communities with high concentration of poverty, underserved racial or ethnic groups, non-native English speakers, or rural and remote communities.~~

~~414-800-0125: Funding~~

~~(1) The Early Learning Council shall determine for each fiscal year the portion of the funds available for the early learning kindergarten readiness partnership and innovation fund.~~

~~(2) Funds received under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.~~

~~(3) Funds may not be used for capital expenses or to supplant existing federal or state funds.~~

~~414-800-0130: Reporting~~

~~Recipients of these funds must report on the grant to the Early Learning Council via the Department at the end of the grant period. The report must include at least:~~

~~(1) Description of outputs and activities related to implementation of the early learning/K-12 partnership strategy.~~

~~(2) Impact on kindergarten readiness, as measured by the Oregon Kindergarten Assessment.~~

~~(3) Impact on the attitudes, behaviors, and instructional practices of early childhood educators and kindergarten teachers.~~

~~(4) Impact on the attitudes, behaviors, and practices of children's families.~~

Division 900

EARLY LEARNING HUBS

AMENDED RULE 414-900-0005: Applicability of Rules Purpose and Scope

~~(1) OAR 414-900-0005 through 414-900-0020 set forth the purpose and functions of Early Learning Hubs (Hubs).~~

~~(2) OAR 414-900-0005 through 414-900-0020 set forth the criteria used by the Early Learning Council (ELC) to select Hubs. **Under ORS 417.827, the Department of Early Learning and Care**~~



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(Department) has authority to administer the Early Learning Hub system, ensuring equitable and comprehensive early childhood services across the state.

(2) The purpose of these rules is to establish the framework under which the Department administers the Early Learning Hubs (Hubs) system. Early Learning Hubs foster collaboration across sectors, working with state, local, Tribal, and community partners to implement the goals outlined in Oregon’s statewide early childhood system plan and other relevant state strategic plans, ensuring that the early childhood system is family-centered, accessible, and inclusive.

(3) The scope of division 900 rules is to establish eligibility criteria and requirements of Early Learning Hubs. These rules define the governance, operational, and fiscal roles of Early Learning Hubs, including their relationship with backbone agencies and the Department, ensuring alignment with Oregon’s statewide early childhood system plan for an integrated, anti-racist, and collaborative framework.

AMENDED RULE 414-900-0010: Definitions

The following words and terms within these rules have the following meanings:

(1) “Administrative Overhead” means any dollar that is not spent directly on services for children or on preparing and evaluating services for children. This is the cost of operating administrative functions within the Hub and its subcontractors and may include staff duties such as payroll processing and data entry and non-program related costs including space, supplies and phones.

(2) “At Poverty Level” means at 100% of federal poverty guidelines as adopted by the United States Department of Health and Human Service.

(3) ~~“At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:~~

~~(a) Living in a household that is at or near poverty, as determined under federal poverty guidelines;~~

~~(b) Living in inadequate or unsafe housing; having inadequate nutrition;~~



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~~(c) Living in a household where there is significant or documented domestic conflict, disruption or violence;~~

~~(d) Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;~~

~~(e) Living in circumstances under which there is neglectful or abusive care-giving; or~~

~~(f) Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.~~

(3) “Backbone entity” means the organization that provides administrative, operational, and fiscal support to the Early Learning Hub. A backbone entity is an organization that has an aligned mission and the resources to support an Early Learning Hub’s vision, mission, and role in advancing the goals of the regional early childhood system.

(4) “Community of interest” means a special population not constrained by geography.

(5) “Decision-making authority” means the ability of the Governance Council to make Early Learning Hub decisions independently, as described in ORS 417.827.

(6) “Early Childhood Services” means programs and services for children ages 0 through **prenatal to 6** years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development, and social and emotional development.

~~(6 7)~~ “Early Learning Hub” means an existing or newly created **“Hub” is comprised of a Governance Council, which consists of cross-sector partners, Hub Director(s) and staff, and operational support from a backbone entity. A Hub may stand-up their own operational and organizational structures without relying on a backbone entity if able to demonstrate stability to the satisfaction of the Department. Hubs have statutorily** designated by regional partners to coordinate **authority to integrate** early learning services ~~designed to produce better outcomes~~ **across systems and geographic boundaries.**



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(8) Family Advisory Council” means a group of parents and caregivers providing input and guidance to the Governance Council to ensure family voices are central to regional decision-making.

(9) “Family Voice and Leadership” means incorporating parent/caregiver and family voice in decision-making processes, with an emphasis on leadership roles.

(10) “Governance Council” means a multisector council with decision-making authority, as defined in this rule, who is the independent body responsible for providing strategic leadership and oversight for the Early Learning Hub.

(11) “In-kind contributions” means contributions to project scope other than cash. In-Kind Contributions include but are not limited to: provision of rent-free space, provision of utilities, provision of custodial services, provision of secretarial services, provision of liability insurance benefits, administrative services, and transportation services.

(12) “Kindergarten Readiness Partnership and Innovation Program” or “KPI” is a program that invests in promising models for connecting early learning and Kindergarten across the state, and coordinates regional efforts that address disparities and promote equity in early learning, K-12, and other regional sectors. KPI is focused on Hub- identified priority population(s), particularly children: increase and families that might not have the support they need for a successful transition to kindergarten readiness for at-risk and/or kindergarten experience.

(13) “Operational Support” includes any combination of human resources, fiscal management, signing contracts and accepting responsibility for the Hub’s outcomes, support for operations, supporting the Governance Council.

(14) “Priority population(s)” means communities historically marginalized or underserved, including but not limited to communities of color, tribal members, rural families, families of children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon’s 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith-based organizations, nonprofit service providers, and tribes. with a disability, families who have experienced historical trauma, and families experiencing poverty.



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(15) “System Coordination Funds” or “System Coordination Funding” is the main funding stream provided by the Department of Early Learning and Care for the operation of the regional early learning hubs as outlined in the Early Learning Hub Grant Agreement.

PROPOSED RULE: 414-900-0011 Early Learning Hub Director Role

Each Hub must have a designated Hub Director(s) who focuses on centering equity and addressing the needs of the region’s identified priority population(s). The Hub Director(s) is the conduit, connector, and systems capacity builder of the Early Learning Hub. The Hub Director(s) leads strategies, communication and alignment in coordination with the Governance Council.

(1) In partnership with the Governance Council, the Early Learning Hub Director must administer the functions of the Hub as outlined in Oregon Administrative Rule 414-900-0015 and the Grant Agreement. The Hub Director(s) must:

(a) Work in close partnership with the backbone entity or Hub providing its own operational and fiscal support to ensure the financial transparency and accountability of the Hub’s operations per the Grant Agreement; and

(b) Maintain a clear and comprehensive understanding of how the Department provided funds are allocated and spent, as outlined in the Grant Agreement.

(2) Hub Director(s) implement and lead, all aspects of the Hub’s strategic initiatives and community engagement efforts. The Hub Director’s(s’) role must include:

(a) Engaging with the backbone entity or Hub providing its own operational and fiscal support to facilitate operations and fiscal support for the Hub;

(b) Developing a budget for the Hub and managing fiscal responsibilities;

(c) Communicating priorities on behalf of the Governance Council;

(d) Serving as a liaison to the Department, which includes but is not limited to:

(A) Engaging in meetings convened by the Department;



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(B) Attending technical assistance/peer learning opportunities as convened by the Department;

(C) Staying apprised of Department policies, initiatives, updates and equity goals; and

(D) Ensuring the Governance Council is up to date on Department policies.

(e) Leading regional alignment and coordination of early learning systems as follows:

(A) Identifying the region's priority population(s).

(B) Creating a shared vision for the regional early childhood system.

(C) Engaging cross-sector and community partners.

(D) Engaging in system-focused problem-solving and action.

(E) Engaging in continuous learning and improvement of regional early childhood system plans.

(F) Facilitating strategic convening of sector and community partners.

(G) Leading collaborative execution of Department deliverables as outlined in the Grant Agreement and providing regular updates to Governance Council and backbone entity or Hub providing its own operational and fiscal support.

(f) Ensuring alignment with Oregon's statewide early childhood system plan and other state priorities; and

(g) Monitoring the effectiveness and equity of Hub operations.

AMENDED RULE 414-900-0015: Early Learning Hubs Purpose and Hub Functions

Hubs are established to coordinate and align early learning and care services to ~~for~~ children ages 0 through 6 in from birth to age six with an emphasis on priority population(s), a specific geographic area or community of interest, ~~i.e., a special population not constrained as identified~~ by geography in order the Governance Council. The purpose of Hubs is to produce ~~better~~ improved outcomes for children. Hubs are vested with the authority to distribute state and federal funds, coordinate services for children and purchase services for children and families.



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Hubs can leverage public and private funds in their efforts to attain results. Because Hubs are established to coordinate services with current service providers and, or purchase new services to support specific child centered outcomes, including kindergarten readiness, **and families by leveraging public and private resources, coordinating services, and purchasing services to address local needs.**

(1) Hubs are conveners of cross-sector partners and facilitators of regional strategies aimed at advancing outcomes aligned with state priorities, including Oregon's statewide early childhood plan's goals. A Hub that provides direct services must meet additional criteria set forth in OAR 414-900-0020(1)(g)(F).

(4 2) Hubs must:

(a) Account for outcomes **deliver services** that benefit children within **and families in** the Hub **Hub's assigned** geographic area or community of interest by: **including, but not limited to:**

(a) Aligning service delivery focused on outcomes across five core functional sectors and be able to prove that entities that represent the following five functional sectors are participating in the Hub ensuring active participation of representatives from:

(i **A**) Health care services;

(ii **B**) Human and social services;

(iii) Education services;

(iv) Early childhood services, and

(v **C**) **Public education;**

(D) Early learning and care;

(E) Tribal nations;

(F) Business;

(B) Ensuring that service providers which the Hub coordinates and contracts with are also accountable to the Hub for client-level outcomes supporting Oregon's 40-40-20 Educational Goal.



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(G) Housing;

(H) Higher education and workforce development; and

(I) Other necessary sector partners as defined in Grant Agreement.

~~(b) Complete a community readiness assessment to determine the readiness to effectively coordinate services to achieve outcomes by:~~

~~(A) Working with providers the Hub plans to contract with to ensure readiness to provider efficient, outcome focused services, and~~

~~(B) Using the community readiness assessment to connect services to outcomes and resources.~~

~~(c) Map and coordinate funding to maximize the return of the investment by:~~

~~(A) Creating a comprehensive children's budget for the Hub territory modeled on the state level comprehensive children's budget,~~

~~(B) Mapping all local, state, federal and philanthropic dollars currently available or committed to the proposed service area and ensuring funders are willing to collaborate toward a set of shared outcomes advancing Oregon's 40-40-20 Educational Goal;~~

~~(C) Ensuring that contracted service providers are accountable for providing services in a cost efficient manner, and~~

~~(D) Ensuring that no more than 15% of the total funds received from the ELC go toward administrative overhead by the end of the contract period.~~

~~(d) If individuals spend more than 15% of their time on administrative functions, their salaries and expenses must be prorated between program and administrative overhead.~~

~~(e) Reporting to the ELC on making progress towards the following outcomes:~~

~~(A) Kindergarten readiness, in support of Oregon's 40-40-20 Educational Goal;~~

~~(B) Stable and attached families, and~~

~~(C) System coordination and efficiency.~~



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~~(2) Reports shall be submitted by the Hub to appropriate interim legislative committee and the ELC by January 1, 2014.~~

(b) Developing kindergarten readiness strategies utilizing the Early Learning Kindergarten Readiness Partnership and Innovation Program (KPI) funding as established by ORS 336.101;

(c) Ensuring that contracted service providers demonstrate commitment to achieving improved child and family outcomes through program delivery of Oregon's statewide early childhood system plan; and

(d) Developing strategies that improve child-centered outcomes, which include kindergarten readiness, stable and healthy families, and community-wide systems alignment.

(3) Hubs, through the direction of their Governance Council, are vested with the authority to distribute state, federal, and other funds to invest in their identified priority population(s) across sectors. Hubs are accountable to the Department to demonstrate and ensure the Hub is:

(a) Developing and maintaining a comprehensive Hub budget for the funds allocated by the Department to the Hub region.

(b) Mapping all Hub funding streams, including local, state, federal, and philanthropic resources.

(c) Ensuring alignment to shared outcomes that support the objectives of Oregon's statewide early childhood system plan, as outlined in 414-900-0015(2)(c).

(d) Ensuring contracted providers are accountable for delivering services that align with shared goals of KPI, as outlined in OAR 414-900-0015(2)(b).

(e) Providing a match as outlined in the grant agreement and not to exceed 25% of the system coordination funds that:

(A) Excludes funds received from KPI and federal Title IV-B for purposes of calculating the total system coordination funding; and



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(B) Provides matching funds that are not through funding awarded by the Department. The matching funds must be provided through other allowable financial support, including in-kind contributions.

(f) Ensuring public access to budgets, governance decisions, meeting minutes or recordings, and key reports on a website maintained by the Hub.

(4) Hub must conduct strategic convenings and engagement, which includes:

(a) Convening cross-sector partners and community stakeholders to facilitate collaborative planning, problem-solving, and alignment to inform investment strategies.

(b) Facilitating family voice in the design and implementation of Hub activities and priorities.

(c) Leading continuous improvement efforts for their assigned regional early childhood system.

(d) Engaging in good faith efforts to interface, engage, and collaborate with Tribal nations within the assigned Hub region in accordance with best practices as outlined in available department-issued guidance.

(5) Hubs must ensure all strategies, funding allocations, and service delivery approaches are equity-driven and address the needs of the identified priority population(s) identified by the Governance Council within their assigned region.

PROPOSED RULE: 414-900-0030 Administration

(1) The Department shall administer grants that contribute to building the Early Learning Hub system. The system may not include more than 16 Early Learning Hubs under ORS 417.827.

(2) The Department shall administer and manage Grant Agreements with the grant recipients and provide fiscal and program guidelines. In most cases a Grant Agreement will be executed with the Hub's backbone entity. A prospective Hub grant applicant that has provided a stable organizational and operational structure to the satisfaction of the Department may submit an application for a Grant Agreement without a backbone entity In all cases, the Governance Council, in collaboration with the Hub Director(s), shall provide



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oversight and authority of investments. The Governance Council has the authority to approve contracts and/or agreements under ORS 417.827, but may delegate the responsibility to approve contracts and/or agreements to the backbone entity in accordance with the Governance Council's bylaws or other governing documents.

(3) Grant recipients must comply with the terms and conditions of the Grant Agreement including, but not limited to, cooperating with the Department's program monitoring, technical assistance, program evaluations, and reporting requirements.

(4) The Department may conduct a review to determine if any party is out of compliance with the terms of the Grant Agreement.

(a) The Department may require technical assistance, planning meetings or other remedial processes as needed to ensure compliance with the terms of the Grant Agreement.

(b) The Department may issue a notice of noncompliance outlining concerns and next steps.

(c) The Department may request that a party to a Grant Agreement develop and submit a corrective action plan, which must be submitted to the Early Learning Hub Contract Administrator(s) within the timeframe outlined in the Department's request. The Department must review the plan and issue a decision of approval or disapproval.

(A) Parties that do not complete corrective actions or correct noncompliance may be subject to enforcement measures, including but not limited to: additional reporting requirements, conditions on funding, or withholding funds, in whole or in part, by the Department.

(B) The Department must provide notice to all parties including the backbone entity, Hub Director, and Governance Council, of remedial action that will terminate or reduce eligibility for Hub funding within the timeframe outlined in the Grant Agreement.

(5) Grantees may use additional funds from other sources to carry out the Hub functions outlined in 414-900-0015.

(6) Grantees must ensure that Hubs invest and allocate Department-provided funds primarily to serve the region's identified priority population(s), in accordance with the terms of the Grant Agreement. In addition, Hubs may serve all children aged prenatal to six years



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old, as resources allow. Department-provided funds must be utilized in a cost-efficient manner while maintaining quality, as determined by the Governance Council.

PROPOSED RULE: 414-900-0100 Backbone Entity Structure

(1) A backbone entity is an entity that provides operational and fiscal support to the regional Early Learning Hub. In its current operations, a backbone entity must be demonstrably committed to supporting young children and families. A Hub that has provided a stable organizational and operational structure under agreements with and to the satisfaction of the Department may submit an application for a Grant Agreement without a backbone entity. Both Hubs that provide their own operational and fiscal support without a backbone entity, and Hubs that use a backbone entity to provide operational and fiscal support, must:

(a) Provide fiscal and operational management to ensure accountability and compliance with Department standards as outlined in the Grant Agreement.

(b) Maintain financial systems that meet state and federal auditing standards.

(c) Ensure that the Governance Council has access to financial reports necessary to make decisions

(d) Conduct timely execution of fiscal documents needed to disburse funds.

(e) Maintain transparency in all processes, including grantmaking and contracting, for any investment from the Department distributed to the entity for the operation and administration of the Hub.

(f) A Backbone entity must be able to fiscally support its own core operations to carry out its own mission and functions without funding provided by DELC.

(g) Adhere to a “not to exceed” amount for administrative overhead costs set by the Department.

(h) Provide support for Hub functions for the full geographic region of the Hub including the identified priority population(s)s, even if not the same as the backbone entity’s general or usual service region.



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(i) Establish and enforce conflict-of-interest policies for all staff, community partners, and any sub-grantees designed to prevent undue influence in funding or operational decisions.

(3) Backbone Entities may make use of Department funds for staffing; however, such funding must be proportional to the funded staff's work on Hub functions and priorities. The Department will review and must approve funding models that divide staffing costs between Hub administration and other functions.

(4) If the Department determines that the Grant Agreement with the backbone entity will be terminated, whether voluntarily or involuntarily, it will issue a competitive Request for Application (RFA) within the affected Hub region. All applicants must fulfill the requirements of ORS 417.827 and other terms as outlined in the published Request for Application.

PROPOSED RULE: 414-900-0110 Early Learning Hub Governance Structure

(1) Each Hub must have a Governance Council. The Governance Council is a multisector council with decision-making authority, as defined in this rule. The Governance Council is the independent body responsible for providing strategic leadership and oversight for the Early Learning Hub and ensures the Hub's priorities are executed successfully, with an emphasis on outcomes and continuous improvement. The Governance Council, which includes the Hub Director helps shape the vision and direction of the Early Learning Hub. If the Hub utilizes a backbone entity for operational and organizational support, the Hub must do so as defined in OAR 414-900-0100.

(a) The Hub Director(s) is a member of the Governance Council and plays a vital role as a liaison.

(b) Unless an exception is granted by the Department, a backbone entity may designate one representative to serve on the Governance Council.

(A) Representatives of the backbone entity who hold leadership roles such as those who have authority to oversee Hub operations, direct strategic decisions, or influence staffing may provide guidance or consultation but may not serve as members of the Governance Council.



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(B) For purposes of Governance Council membership, the Hub Director does not fulfill the role of the backbone entity's designated representative.

(c) Governance Councils must engage in good-faith efforts to include representatives from the following sectors:

(A) Health;

(B) Early learning and care;

(C) Public education;

(D) Human services;

(E) Housing;

(F) Higher education and workforce development; and

(G) Business.

(d) Governance Councils must include representatives from the priority population(s) determined by the Governance Council.

(e) Governance Councils must include parent or caregiver representative(s).

(f) For Grantees with a federally recognized Tribe (or Tribes) within their assigned region, a Governance Council position must be made available for a member of each Tribe in the region. Hubs must regularly offer each Tribe the opportunity for participation in the case of a vacant position for the Tribe.

(g) If the Governance Council is unable to include representatives from all sectors and member categories for Governance Council membership as listed in this subsection, the Hub Director(s) must contact the Department for support.

(h) The Governance Council must include at a minimum a chair who will be responsible for duties as outlined in the Grant Agreement. The chair must be an individual who is not employed by or associated with the backbone entity.

(2) The Governance Council shall be governed by a set of bylaws or other governing documents as described above.



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(a) The Governance Council must develop and adopt bylaws or other governing documents as described herein within 90 days of its establishment or restructuring. If the Governance Council wishes to adopt governing documents other than bylaws, such as a charter or memorandum of understanding, the chair must first submit the proposed other governing documents and request written approval from the Department. The Department must respond whether the governing documents are accepted within 30 days of receipt of the chair's request.

(b) The bylaws or other governing documents must include, but are not limited to:

(A) A clear statement of the Governance Council's purpose and authority including approving strategic plans, budgets, and funding priorities;

(B) Membership composition, including sector representation requirements, term limits, leadership structure if applicable, and appointment or election procedures;

(C) Roles and responsibilities of officers, committees, and members;

(D) Procedures for conducting meetings, including frequency, quorum requirements, decision-making processes, and conflict resolution methods;

(E) A conflict of interest policy, including provisions for identifying, disclosing, and addressing potential conflicts;

(F) Policies for public engagement and transparency, including mechanisms for community member engagement and dissemination of Council decisions;

(G) A process for amending the bylaws or other governing documents;

(H) Procedures for conflict mediation and resolution with the backbone entity; and

(I) Procedures for dissolution or transition of the Council, if necessary.

(3) Meeting minutes from Governance Council meetings must be made available to the public on a website regularly maintained by the Hub.

(4) The Governance Council must, in accordance with the procedures in its bylaws or other governing documents and following a vote, notify the Department through the Early Learning



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Hub Contract Administrator if it has lost confidence in the backbone entity's or Hub personnel's ability to perform any or all functions in accordance with these rules.

(a) All notifications to the Department must specify the basis for the lack of confidence and may also recommend desired changes to address or remedy the lack of confidence.

(b) If the Governance Council has lost confidence in specific personnel in the backbone entity or in the Hub, the Governance Council's notification must identify the specific personnel and describe the events resulting in the lack of confidence.

(c) If the Governance Council desires to change the backbone entity for the Hub, the Governance Council must contact the Early Learning Hub Contract Administrator(s) for assistance and support in addressing the lack of confidence.

(d) The Hub Contract Administrator will work with the backbone entity to discuss potential remedies, which shall be presented to the Governance Council for consideration.

(e) If after good faith efforts made by all parties, remedies cannot be found or are unsuccessful to address the lack of confidence, the Department may terminate the grant agreement with the current backbone entity.

PROPOSED RULE: 414-900-0500: Data Collection and Reporting

Early Learning Hubs must collect and assess data in accordance with the standards established by the Department, as outlined in the Grant Agreement, and Hubs must ensure the accuracy, reliability, and validity of the data.

(1) Data collection must be collected in alignment with the requirements specified in the Hub Grant Agreement.

(2) Hubs must safeguard the confidentiality of family and child-level data compiled or submitted to the Department in accordance with all applicable laws, regulations, policies, procedures, and guidance.



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(3) Hubs must utilize data for reporting, analysis, and decision-making to enhance system effectiveness and drive outcomes for children and families as outlined in Oregon Administrative Rule, 414-900-0015.

PROPOSED RULE 414-900-0510: Administration of Early Learning Kindergarten Readiness Partnership and Innovation Program

The Early Learning Kindergarten Readiness Partnership and Innovation Program (KPI) is established by ORS 336.101. KPI funds are invested by Early Learning Hubs to support access to and continuity of services that provide supportive transitions for families, particularly the Hub identified priority population(s). Through innovative or promising programming and partnerships, Early Learning Hubs must utilize KPI funding to coordinate regional efforts that address disparities and promote equity.

(1) Hubs must invest KPI funding to increase the connection between early learning, K-12, Tribal nations, or other regional sectors to support a successful transition into kindergarten. KPI funding must be used to:

(a) Invest in innovative or promising strategies for early learning, K-12, or other sectors across the state and build a body of evidence that Oregon can use to create stronger alignment between its early learning and K-12 education systems.

(b) Engage families of children who are prenatal through five years of age in being partners in the learning and development of their children. Provide opportunities for families to connect with any of the following: early learning, school, district and community resources.

(c) Promote community and school partnerships and innovations that result in improvements in family and children's well-being and success in school including access to early literacy resources and programs.

(2) As recipients of KPI funds, Hubs must report KPI data to the Department and evaluating agencies as outlined in the Grant Agreement.

(3) Funds received for the administration of KPI must be separately accounted for and must be used only to provide funding for the purposes described in the Grant Agreement.



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