Getting Aligned

Defining the Shared Vision and Functions of Oregon's Regional Early Learning Hubs

June 2025

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Introduction

The most important work in building a comprehensive early childhood system happens in communities and with community-based organizations and families. Oregon invested in this community-based strategy by founding the Early Learning Hubs, in 2013 by legislation. Operating by 2015, the Hubs began to play a critical role in advancing Oregon's early childhood system by centering the voices of families and communities more fully as designers of the regional early childhood system. The vision and goals of the Hubs informed *Raise Up Oregon*'s first edition in 2018.

When the Hub system was designed more than 10 years ago, its stated purpose was to make quality early learning services more available, accessible, and effective for children and families, particularly those who have been historically underserved. Making progress toward this purpose requires the development of an effective and coherent regional early childhood system that centers the needs and preferences of families. There are several elements that would enable Hubs to effectively pursue systems building. These include shared vision, engaged cross-sector and community partners, system-focused problem-solving and action, continuous learning and improvement, and strategic convening.

Most communities across Oregon and the United States have evolved a complex and disorganized array of early childhood programs and supports that are difficult for families to navigate and use. In response, there has been a growing movement to build early childhood systems to provide more aligned, coordinated, and family-centered services, supports, and opportunities. Effective early childhood systems integrate a diverse array of accessible, high-quality services and supports across multiple sectors and ensure policies and practices are aligned with goals for equitable early childhood development. These system changes are needed to bring about early family outcomes and, ultimately, children thriving in early childhood and beyond.

To reflect on the progress of the Early Learning Hubs over the last 10 years and how best to support their effectiveness in the coming years, the Department of Early Learning and Care (DELC) requested technical assistance from the BUILD Initiative to facilitate a 12-month process that brought together leadership from Early Learning Hubs, DELC, and the Oregon Early Learning Council.

Purpose

The purpose of this process facilitated by the BUILD Initiative included:

- Revisit the vision for the Early Learning Hubs' core roles for advancing both Oregon's regional early childhood system and its early learning and care sector to determine any revisions.
- Identify the statewide infrastructure needed to support the vision.

Participants

Participants in this committee, Getting Aligned: Defining the Shared Vision & Functions of Oregon's Regional Early Learning Hubs, included 16 Early Learning Hub Directors; five DELC leaders from program, policy, and community systems; and four Early Learning Council members.

BUILD Initiative's Approach

BUILD Initiative approached this process with two distinct parts of the process:

Part 1: The first part focused on coalescing *consensus* for an updated shared vision and core roles of the Early Learning Hubs that was completed from January - May 2024.

Part 2: The second part of the process focused on identifying the *infrastructure needs* to support a diverse, statewide regional system from June - December 2024.

BUILD was given historical documents related to the Hubs and asked to review and analyze them regarding the requirements, expectations, and directives that have been given to the Hubs throughout multiple state administrations. These documents that BUILD used in its analyses included authorizing legislation and subsequent legislation, legislative reports, grants, monitoring reports, evaluation reports, memos, and reports from other related early learning programs and services.

BUILD used these analyses as the starting point of an interactive process with committee members to reflect on past efforts, what is needed now, and how to shape it for the future. The iterative process of building off of written analyses and multiple monthly virtual meetings allowed all participants to engage in the topics and material multiple times through a range of methods. They were able to share their knowledge, expertise, and understandings through anonymous written feedback, surveys, small group conversations and focus groups, time-limited workgroups, and full group discussions.

This report provides the results of this process in the following sections:

1. Vision & Mission of the Early Learning Hubs
2. Infrastructure for Early Learning Hubs
3. Recommendations from the BUILD Initiative
4. Appendices of Supporting Materials

Section 1: Vision & Mission of the Early Learning Hubs

An important aspect of this process was to gain consensus about the understandings and functions of the Early Learning Hubs and, particularly the roles that all Hubs will share in the future. Therefore, it was necessary that the individuals representing the Hubs, DELC and Council, each with different historical knowledge, be a part of the discussions and decisions that would affect future work. To build a foundation for future work together, they aimed to better understand each organization's perspectives and gain consensus about what was best for the statewide system. During the first six months of the Committee's 2024 process, the following were researched, surveyed, and discussed:

- The difference between a vision and mission statement
- How the historical Oregon documents describe Early Learning Hubs' purpose
- *Raise Up Oregon's* first and second editions' vision and mission statements and early childhood system goals
- Specific roles and responsibilities Hubs have with the early learning and care sector and the broader early childhood system

See *Section 4: Appendix* for document analyses by BUILD that informed these committee discussions on vision and Early Learning Hubs' roles with the early learning and care sector, and early childhood systems-building.

By April 2024, the Committee's monthly meetings informed a revision of the Hub Vision and Mission statement. BUILD worked with a workgroup to wordsmith this statement in preparation for an in-person committee meeting in May. At that meeting, BUILD facilitated a process to develop and confirm consensus for each section of the statement. The vision was modestly updated to continue sharing the same vision as *Raise Up Oregon*, Oregon's strategic plan for the early childhood system, that was revised and released its second edition at the beginning of 2024. The updated statement also increased clarity about the mission and roles of the Early Learning Hubs. The statement was shared and adopted at the June 2024 meeting with DELC, the Early Learning Council, and the Early Learning Hub Directors. This excerpt highlights the updated vision and mission.

Vision

The Early Learning Hubs believe that when children and families thrive, Oregon thrives. The Early Learning Hubs share the same vision as *Raise Up Oregon* (2024-2028):

Oregon's young children, prenatal to age five, experience an early start that results in positive health, education, and life outcomes regardless of zip code, race, and family income.

The early childhood system goals of *Raise Up Oregon*:

- Goal 1: The early childhood system is equitable: integrated, accessible, inclusive, anti-racist, and family centered.

- Goal 2: All families with young children are supported to ensure their well-being.
- Goal 3: All children are thriving in early childhood and beyond.

Mission

The primary purpose of the Early Learning Hubs is to advance the regional early childhood system in support of the statewide goals through their three core functions of convening, connecting, and building the capacity with the following:

- Families
- Cross-sector partners included in *Raise Up Oregon:* early learning and care, health, human services, housing, public education, higher education, and workforce development
- Community partners, such as libraries and museums, culturally specific organizations, city and county government, advocates
- Private partners, such as business and philanthropy

The Early Learning Hubs' secondary purpose is to work with the Department of Early Learning and Care and support the development and progress of regional early learning and care services and programs that meet the needs of families.

The full version of the statement is available in *Section 4: Appendix,* Roles All Early Learning Hubs Will Share in the Future, June 2024.

Section 2: Infrastructure for Early Learning Hubs

The approach for Part 2 on infrastructure was distinct from Part 1 as the goal was no longer consensus. Instead, BUILD wanted to ensure that the interactive and iterative conversations uncovered the variety of strategies, strengths, and challenges regional Early Learning Hubs have and how shifts to the infrastructure may impact the updated vision and mission.

BUILD's facilitation involved several cycles between June and December 2024 of reviewing document analyses, Hub focus groups, and bringing drafts to committee discussions that were then further developed in workgroups and brought back to committee discussions.

In the opening discussions on infrastructure, DELC, Council members, and Hub directors described the infrastructure characteristics that they desire for the future to include being robust, flexible, having strong communications, and a shared commitment to quality implementation. The components of the infrastructure that the committee explored included:

- Hub leadership and operations
- Backbone agency roles and responsibilities
- Hub Governance Council roles and responsibilities
- DELC operations
- Quality assurance, quality improvement, and technical assistance
- Data, reporting, and storytelling

The components discussed the most were Hub leadership, backbone agency roles and responsibilities, and Hub Governance Councils. Within each component there were wide-ranging discussions about definitions, roles and responsibilities, use of funding and fiscal practices, use of by-laws and memos of understanding, approaches to staffing, involvement of community and parent leaders, conflicts of interest, and flexibility needed across the state because of size, funding, and other local realities.

See *Section 4: Appendices* for document analyses and themes from focus groups conducted by BUILD that informed these committee discussions on infrastructure. The appendix also has the final summary of the committee's input on infrastructure.

By January 2025, DELC conducted an analysis comparing the authorizing statute, current rules, and grant agreement for the Early Learning Hubs with the infrastructure feedback Hubs had been providing through the BUILD process from June-December 2024. DELC started to engage the Hubs in the planning for rulemaking in January, anticipating a Rules Advisory Committee process in the spring and a final rule set presentation to the Early Learning Council by June 2025. This new ruleset will then guide updates for the next grant agreement. In the meantime, DELC program and community systems staff continue to work with Hubs on setting priorities and updating the quarterly reporting process in the context of what was learned during the process with BUILD, and changes anticipated with the new federal administration and Oregon's biennium legislative session, both starting in January as well.

Section 3: Recommendations from The BUILD Initiative

Based on this 12-month process and a review of all the materials, input, and feedback received from Early Learning Hubs, Early Learning Council members, and DELC leadership, BUILD has the following recommendations:

1. Oregon's investment over the last ten years has established the foundations needed for an effective and coherent regional early childhood system that centers the needs and preferences of families. This commitment to pursue systems building and address the complex array of early childhood programs and services families navigate and use requires additional resources to realize their promise. Those resources should be connected to the multiple sectors involved in early childhood – early learning and care, education, human services, health and mental health, housing, and higher education – all represented in *Raise Up Oregon.* An example of how Oregon has started this model of support is the family preservation dollars that flow from the Oregon Department of Human Services to DELC to support Hubs' family-centered prevention efforts. **BUILD recommends that Oregon build on this precedent with the Early Learning Council, exploring with the state's agencies involved in Raise Up Oregon how investments in a strong regional early childhood system could improve outcomes for families with young children.**

   To better coordinate investments and accountability, **BUILD recommends that future investments from other state agencies to support Early Learning Hubs' system-building role are managed through DELC's grant management, technical assistance, and monitoring system**.

2. DELC, Early Learning Hubs, and the Early Learning Council made significant progress in developing a shared understanding and vision for the contributions and work of the regional early childhood system-building efforts. To strengthen the infrastructure that will support this vision, **BUILD recommends that DELC continue and complete its efforts to update the Early Learning Hub rules, grant agreement, and policy guidance to be aligned with the updated vision and mission.**

   Building on these revisions, **BUILD recommends establishing clear reporting metrics to demonstrate the effectiveness of the three system-building functions of Hubs as conveners, connectors, and capacity-builders**. These should be used to demonstrate the success and efficacy of Hubs as a statewide regional strategy and provide DELC necessary information to ensure progress and accountability across regions.

3. As demonstrated across the country by those states with regional early childhood Hubs, the success of this work requires strong system-building leadership. **BUILD recommends that DELC develop technical assistance for backbone agencies, Early Learning Hubs, and Governance Councils on the support, operations, and early childhood systems-building functions of Hubs.**

As a part of the technical assistance, as well as anticipating changes that happen in communities over time, **BUILD recommends that DELC's technical assistance include documentation for regions that are considering arbitration or shifting backbone agencies of the process and supports available.**

4. The ongoing success of regional early childhood systems-building depends on the breadth and depth of partnerships in regions. **BUILD recommends that Early Learning Hubs examine the extent of their partnerships, using *Raise Up Oregon* as a guide.** As Hubs consider their updated vision and mission, it may be timely to re-evaluate the strength of existing relationships and whether there are new or additional organizations and community leaders with similar goals for partnering on behalf of young children and their families.

Section 4

APPENDICES

Appendix 1
Vision for Oregon Early Learning Hubs, February 2024

Definition of a Vision Statement and its Purpose

Vision Statement (The "What")	Mission Statement (The "How")
Aspirations	Road Map
Focus on tomorrow and what you want to become	Focuses on today
Designed to be uplifting and inspiring	Describes what the organization does
Timeless – Even if the organization changes its strategy, the vision stays the same	Defines purpose

Reflections on the Purpose of Regional System-Building Hubs

One of the most important learnings in many years of creating and implementing early childhood Hub systems across the country is that the ones that get great results are joined in a strong partnership with their state. If communities alone could have solved all the challenges, they would have. The remaining challenges are not due to a lack of effort on their part. State agencies have also made valiant attempts to put programs and services in place to support all children and families, only to discover that the families who need the services most don't have access to them. This is why we need both state and local efforts that are linked together around a common vision, each understanding their unique roles and responsibilities. The vision keeps everyone focused on the collective, audacious goals and helps achieve the collective outcomes. It is possible to have a collective vision and take different paths to achieving it.

Observations in the Oregon Documents

In reviewing many documents shared with us by DELC and Early Learning Hub Leaders, we observed the following:

1. BUILD saw consistency in how the documents generally defined Early Learning Hubs while there have been various ways of describing them and the work:

- In general, all the documents say something about multi-sector collaborations working to align systems across sectors.
- Hubs are all working to build a shared regional understanding of an Early Learning System that is equitable: integrated, accessible, inclusive, anti-racist, and family centered.
- The documents also speak to an "ultimate impact" of the work: Ensuring children arrive ready for kindergarten.

2. The founding statute states, and other documents reiterate, that the Early Learning Hubs were founded to make progress in their counties toward three goals:

- Children arrive ready for kindergarten
- Children are raised in healthy, stable, and attached families
- The early learning system is aligned, coordinated, and family centered

These three goals, for which there is an agreement across documents, give us a lot of direction. <u>The ultimate impact of the goals is that children will arrive at school ready for success</u>. The focus for this outcome is that families of young children are supported to be healthy, stable, and attached. And, to do our work well, the Early Learning System, again, must be aligned, coordinated, and family centered, which we read again and again.

3. The hubs are also charged to: Develop a common vision and strategic agenda that is shared across sectors: early care and education, health, human services, K-12 education, and housing.
4. There were references in the materials about Hubs using the Governance Councils, with their multi-sector members, to steward systems alignment and build a shared regional understanding and commitment toward a common vision for young children and families.

Crosswalk between *Raise Up Oregon's* First and Second Editions

BUILD Initiative's observations show how the statute and *Raise Up Oregon* (2019-2023) were aligned and shared. We noticed that more recent documents have started to shift language to *Raise Up Oregon* (2024-2028) and that there is a "commitment to an early childhood system that is equitable: integrated, accessible, inclusive, anti-racist, and family centered." The commitment has been expanded to include more specific details about how the system should be and should operate. Here is a comparison between both editions of *Raise Up Oregon.*

1st Edition (2019-2023)	2nd Edition (2024-2028)
RAISE UP OREGON: A Statewide Early Learning System Plan	RAISE UP OREGON: A Statewide Early Childhood System Plan
Vision: All of Oregon's young children deserve the best start. Zip code, race, and family income should not predict the health, educational, and life outcomes of Oregon's children.	Vision: All of Oregon's young children, prenatal to age five, experience an early start that results in positive health, education, and life outcomes regardless of zip code, race, and family income.
Goal 3: The early learning system is aligned, coordinated, and family centered.	Goal 1: The early childhood system is equitable: integrated, accessible, inclusive, anti-racist, and family centered.
Goal 2: Children are raised in healthy, stable, and attached families.	Goal 2: All families with young children are supported to ensure their well-being.
Goal 1: Children arrive ready for kindergarten.	Goal 3: All children are thriving in early childhood and beyond.
Sectors	**Sectors**
• Early Care and Education • Health • Human Services • Housing • K-12	• Early Learning and Care • Health • Human Services • Housing • Public Education • Higher Education & Workforce Development

Core concepts identified from the document review include:

- Commitment to children prenatal to age five and their families
- A significant regional leadership role
- Focus on regional early childhood system building
- Convening across multiple sectors: early learning and care; public education (includes EI/ECSE); health; housing; human services (self-sufficiency and child welfare); higher education
- Role and support with the early learning and care sector in particular
- Building a system that is family centered, equitable: integrated, accessible, inclusive, anti-racist
- Ultimate impact: regional systems-building efforts contribute to the *Raise Up Oregon goals that* All children are thriving in early childhood and beyond, and that all families with young children are supported to ensure their well-being.

Appendix 2
Hub Roles with Early Learning & Care Sector and Early Childhood Systems-Building, February 2024

BUILD Initiative identified four sources that describe the Early Learning Hubs' roles with the early learning and care sector: legislation, contracts, a report on the Early Learning Hubs and Child Care Resource & Referrals, and the Early Learning Council interviews with Hub directors.

Legislation: OR Senate Bill 213 in 2015, which created mandates for each Hub

- Create an aligned, coordinated, and family-centered system of early learning services
- Increase coordination and collaboration among entities involved in, and providers of services related to early learning services, education, and health and human services
- Increase the focus on outcomes related to these areas: improve school readiness, and promote early learning within healthy, stable, and attached families

Contract: ODE Grant #15240- Early Learning Hub

Funding from DELC to provide planning services in the following areas: family preservation; family supports; stable, healthy, and attached families; and KPI.

- Include all strategies and key activities related to the successful implementation of Raise Up Oregon and other priorities as identified by the Early Learning Council, Early Learning Division, and related to the Early Learning Hub Theory of Change.
- Align strategies and related key activities with the Work Plan with work or activities performed by the regional CCR&R agencies:
  - Identifying children in the Target Population with the Coverage Area
  - Assisting CCR&R in identifying and promoting professional learning opportunities for the region's early care and education providers
  - Assisting CCR&R in identifying, implementing, and coordinating cross-sector strategies to reduce expulsions and suspensions of Black children, other children of color, and children with disabilities from early care and education settings
- Collaborate with CCR&R to build regional supply:
  - Awareness of child care shortages
  - Serving as the strategic convener
  - Identifying partners who will engage in shared action on regional strategies to build supply
  - Building child care supply that is culturally and linguistically responsive and accessible to historically underserved populations in the region
  - Engaging stakeholders and others, including families, business owners, and providers

Preliminary Report on Regional Entities: Child Care Resource & Referral Entities and Early Learning Hubs (February 1, 2020)

Examples of Hub responsibilities in the early care and learning sector include:

- Managing referral systems that support families to find services across the early learning system
- Convening stewardship bodies and completing regional Early Care and Education plans
- Preparing to coordinate applications and enrollment for preschool
- Building data capacity within their region to analyze the needs of families
- Providing support to parent/family-led initiatives, such as parent advisory councils
- Funding Kindergarten Partnership Innovation activities, such as kindergarten-readiness programs within schools and shared professional development across ECE and early grades in K-12

ELC Interviews with Hub Directors: November/December 2023

Answers to the question about current work within the early learning and care sector

- Convening and Coordinating Community Planning
  - Regional Early Care and Education plans
  - Child care taskforce plan
  - Track regional child care supply and demand information with CCR&Rs
  - Convene Child Care for All Coalition
  - Increase partnerships between EI/ECSE, Preschool Promise, Head Start, community colleges, school districts and/or other partners to increase inclusion in early childhood
  - Support Preschool Promise programs in the region to build partnerships for facilities, workforce recruitment and retainment, professional development, etc.

- Supply Building of Early Learning and Care/Child Care Slots
  - Increase awareness of the need for child care
  - Partner with CCR&R on expansion of family child care
  - Produce child care slots
    - Increase access through Preschool Promise
    - Work with business liaisons to expand access to child care for employees
    - Launch and Learn Child Care Accelerator Program
    - Pull together a center-based child care program to address the community's needs
    - Identify buildings to be converted into early learning and care facilities
    - Rural child care expansion
  - Work with school districts on Preschool Promise applications
  - Improve continuity of care

- Implement Coordinated Enrollment
  - Coordinate enrollment for publicly funded programs

- Foster Family Engagement
  - Work with parents to find early learning and care placements
  - Create and maintain or share with CCR&R website for families to find child care services
  - Ensure website is in several languages
  - Write outreach materials across multiple platforms and in several languages
  - Support paper and online application processes

- Build Workforce Pathways Development
  - Partner with CCR&R on workforce pathways
  - Partner with CCR&R on tracking teacher qualifications and how many classrooms can be opened
  - Partner on ECE Apprenticeships, Internship Pathways, and Fast Track Education
  - Build a menu of workforce career offerings and pathways with CCR&R, Workforce Board, community colleges, and ECE providers
  - Add behavioral health supports in classrooms
  - Provide staffing when CCR&R and OPEC have vacant positions
  - Support career fairs to recruit workforce

- Ensure Professional Development
  - Host workshops in collaboration with CCR&R
  - Coordinate community-wide Pyramid Model approach
    - Focus on social-emotional and trauma-informed practices
    - Lead Pyramid Model community work
    - Launch Pyramid Model Prevention Team with CCR&R
  - Developed cohorts of Master Trainers
  - Train coaches to serve Preschool Promise
  - Vertically align professional development

Roles with Early Childhood Systems Building

The Oregon Early Learning Hubs are mandated by statute, HB 2013, to create an early childhood system that is aligned, coordinated, and family centered. The Hubs' roles for system building are laid out in the "Hubs' Roles and Responsibilities" document to address this legislative directive:

- To develop and implement, in partnership with five sectors, a shared strategic vision and work plan to achieve the early learning system goals.
- Along with partners, build understanding and grow community support for the shared vision and facilitate opportunities for partners to integrate that vision into their own work plans.
- Along with partners and all five sectors, identify and prioritize barriers that children and families experience by attempting to access support to achieve positive outcomes, and work to remove prioritized barriers.
- To incorporate family voice from focus populations and adjust in a culturally responsive manner in Hub planning, strategies, and activities.

- To aggregate, interpret, and communicate available data to:
  - Identify focus populations
  - Track the well-being of children and families
  - Guide development of work plan in a regular CQI process
  - Facilitate collaboration across sectors and partners
- In partnership with five-sector partners, use data to help direct community resources to address the needs of priority populations.

All other documents reiterate or expand on these roles in building an early childhood system.

Measuring Success Committee, ELC wrote on Hub Metrics and Accountability (6/1/2017)

It is recommended that the Early Learning Council adopt the "Hubs' Roles and Responsibilities" document as the shared definition of the work of the Early Learning Hubs. This document includes an attachment, *Early Learning Hub Roles & Responsibilities*, and addresses the legislative goal, to create an early childhood system that is aligned, coordinated, and family centered, and includes the following:

- The role of the Hubs is to develop and implement, in partnership with the five sectors (early learning, K-12, health, human services, and business), a shared strategic vision and work plan to achieve the EL System goals.
- The role of the Hubs is to aggregate, interpret, and effectively communicate available data to:
  - Identify focus populations
  - Track the well-being of children and families
  - Guide development of their work plan and its revision in a process of continuous quality improvement
  - Facilitate collaboration across sectors and partners
- The role of Hubs, in partnership with the five sectors, is to identify and focus on priority populations in the community using the best available data and help direct community resources to address the needs of those populations.
- The role of Hubs is to work with community partners to build understanding and grow community support for the shared vision and to facilitate opportunities for partners to integrate that vision into their own work plans and strategies.
- The role of Hubs is, with partners and all five sectors, to identify and prioritize barriers children and families experience when attempting to access support to achieve positive outcomes and to strategically work to remove prioritized barriers.
- The role of Hubs is to incorporate family voice from focus populations and adjust in a culturally responsive manner in Hub planning, strategies, and activities.

Grant Agreement between DELC and Early Learning Hubs, under Part I, Definitions

Early Learning Hub means an entity designated under ORS 417.827 and under contract with Agency to coordinate, build, and strengthen local early learning services and Early Learning Systems through which young families can easily connect with needed supports and services in the designated regional structures within Oregon.

Grant Agreement between DELC and Early Learning Hubs, under Part III

Project Activities and Budget, 1b: In partnership with Hub Governance Council and Parent Leadership Council, lead regional alignment and coordination of early learning systems and specify what those activities including, engage in system-focused problem solving and action.

Oregon Regional Early Learning System Theory of Change

Two of the five areas for change include *Systems-change Strategies for Collaborative Action* and *Effective Multi-Sector Early Childhood System*. This document includes many specific strategies and objectives to achieve a regional multi-sector early learning system:

- Addressing root causes of local system issues
- Cross-sector
- Integrated
- Implemented effectively
- Aligned
- Coordinated
- Family centered

The document also underscores the importance of collaboration, including a shared vision, engaged cross-sector and community partners, systems-focused problem-solving and action, continuous learning and improvement, and strategic convening.

Oregon Early Learning Hub System Evaluation (2018)

This evaluation reports the findings related to two of the three mandates for the Early Learning Hubs system, including the creation of an early childhood system, and increasing coordination and collaboration among entities involved in and services to providers of early learning, education, health, and human services.

The Early Learning Hub Monitoring Report (2019)

The report focused on the three legislative mandates for the Hubs, including creating an aligned, coordinated and family-centered early learning system, which was described in the report as a way to realize goals 1 and 3. Respondents to a survey by community stakeholders commented positively about the work of their Hub and its outcomes related to community systems building.

Raise Up Oregon

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Sectors • Early Care and Education • Health • Human Services • Housing • K-12	**Sectors** • Early Learning and Care • Health • Human Services • Housing • Public Education • Higher Education & Workforce Development

Raise Up Oregon, 2nd Edition (2024-2028)

The strategic plan's first system goal is the Early Childhood System is equitable: integrated, accessible, inclusive, anti-racist, and family-centered. The goal has an objective and four related strategies focused on the Hubs.

Objective 3: Early Learning Hubs are leveraged and resourced to advance regional early childhood systems that are equitable: integrated, accessible, inclusive, and family centered.

Strategy 3.1	Early Learning Hubs convene early childhood system partners across sectors, families, and community organizations to co-develop community strategic vision and plans, and to support partners in implementation and problem solving.
Strategy 3.2	Early Learning Hubs engage families and community organizations, prioritizing those who are historically under-represented, in the development and implementation of state early childhood policies and programs.
Strategy 3.3	Early Learning Council engages with the Early Learning Hubs to inform state design and implementation of the early childhood system and development of council priorities.
Strategy 3.4	Agencies provide public resources to Early Learning Hubs and engage their regional and local offices to successfully implement these strategies.

Appendix 3
Roles All Early Learning Hubs Will Share in the Future, Assuming Sufficient Resources, June 2024

Introduction

Oregon is home to 269,534 children, from birth-to-kindergarten-entry age. This young-child population is racially and ethnically diverse and is becoming more so — 44 percent of young children five and below in Oregon are children of color. Overwhelming evidence tells us that investing in young children and their families has a lasting, positive impact across their lifetime.

The first five years of a child's life represent the most consequential period in human development. While these years represent a remarkable period of opportunity, they are also a period of intense vulnerability. Adverse conditions, such as inadequate nutrition and housing, poor maternal health, or a lack of positive early experiences and nurturing relationships have a lasting detrimental effect on the developing brain, even if a child's circumstances are improved later in childhood. Racial inequities are present for young children from day one, shaped by historical policies and systems that have underrepresented, marginalized, and excluded people of color. In addition, rural and remote populations experience some of the highest poverty rates and associated complications of programs having less capacity to implement requirements with larger geographic reach. Addressing these conditions requires a comprehensive, cross-sector approach to supporting young children and their families.

> **Oregon's Early Childhood System**
>
> The goal is to build an early childhood system that includes the full set of supports that young children and their families need to grow and thrive.
>
> These supports include the areas of physical and mental health, housing, social services, early learning and care, and workforce development working in concert to coordinate policies, programs, and services; create infrastructure; improve integration; and achieve scale.

Through *Raise Up Oregon*, Oregon's state agencies have recognized that the early childhood system must include supports that young children and their families need to grow and thrive. These supports include the areas of physical and mental health, housing, social services, early learning and care, and workforce development. Because a comprehensive early childhood system must address all these domains and do so in a way that respects and empowers families, *Raise Up Oregon* calls out the specific and collaborative contributions that multiple state agencies must commit to building this system.

The most important work of building a comprehensive early childhood system happens in communities and with community-based organizations and families themselves. Beginning operations in 2015, the Early Learning Hubs were founded in 2013 to play a critical role in advancing Oregon's early childhood system by centering the voices of families and communities more fully as designers of the regional early childhood system. The vision and goals of the Hubs informed *Raise Up Oregon*'s first edition in 2018.

With the Early Learning Hubs' focus on supporting the development of an effective and coherent regional early childhood system that centers the needs and preferences of families, they have examined what it means to be effective Hubs and significant contributors to an effective early childhood system:[1]

- Effective Early Learning Hubs: One common systems-building approach is the creation of collaborative partnerships that include people and organizations across multiple sectors working together to achieve shared goals. These partnerships can engage in multiple activities such as needs assessments, strategic planning, community organizing, policy advocacy, and the launching of a range of systems-change strategies. These partnerships range greatly in their effectiveness, with even seasoned partnerships often experiencing significant barriers to their success. Partnerships like Oregon's Early Learning Hubs are characterized by several elements that enable them to effectively pursue systems building. These include shared vision, engaged cross-sector and community partners, systems-focused problem-solving and action, continuous learning and improvement, and strategic convening.
- Effective Multi-Sector Early Childhood System: Most communities have evolved a complex and disorganized array of early childhood programs and supports that are difficult for families to navigate and use. In response, there has been a growing movement to build early childhood systems to provide more aligned, coordinated, and family-centered services, supports, and opportunities. Effective early childhood systems integrate a diverse array of accessible, high-quality services and supports across multiple sectors and ensure policies and practices are aligned with goals for equitable early childhood development. These system changes are needed to bring about early family outcomes and the ultimate impact of children thriving in early childhood and beyond.

Vision

The Early Learning Hubs believe that when children and families thrive, Oregon thrives. The Early Learning Hubs share the same vision as Raise Up Oregon (2024-2028):

Oregon's young children, prenatal to age five, experience an early start that results in positive health, education, and life outcomes regardless of zip code, race, and family income.

The early childhood system goals of Raise Up Oregon:

- Goal 1: The early childhood system is equitable: integrated, accessible, inclusive, anti-racist, and family centered.
- Goal 2: All families with young children are supported to ensure their well-being.
- Goal 3: All children are thriving in early childhood and beyond.

Mission

The primary purpose of the Early Learning Hubs is to advance the regional early childhood system in support of the statewide goals through their three core functions as convening, connecting, and building the capacity with:

- Families

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[1] Excerpt from Oregon Regional Early Learning System Theory of Change

- Cross-sector partners included in Raise Up Oregon: early learning and care, health, human services, housing, public education, higher education, and workforce development
- Community partners, such as libraries and museums, culturally specific organizations, city and county government, advocates
- Private partners, such as business and philanthropy

The Early Learning Hubs' secondary purpose is to work with the Department of Early Learning and Care and support the development and progress of regional early learning and care services and programs that meet the needs of families.

Purpose 1: Advancing the Regional Early Childhood System

The Early Learning Hubs advance the regional early childhood system through three interrelated core functions:

- **Convener:** Hubs convene families, cross-sector partners, community partners, and others to support all families with young children to ensure their well-being. As conveners, they build relationships and trust that allows a system to grow and develop. Purposes for convening include but are not limited to setting the direction of a shared strategic vision for the region, identifying opportunities for investment of time and resources, addressing gaps in services and supports, reducing duplication of effort, and strategizing how the alignment of funding can address and remove system barriers.
- **Connector:** Hubs ensure that families and community partners are empowered to more fully participate in the design of services and supports for families with young children. They are connected to and inform the enhancement or expansion of those services and supports. Early Learning Hubs build relationships and develop regional priorities as part of the community. They bridge sectors, bringing problem solvers together to balance the priorities of the state, communities, and Hub governance councils.
- **Capacity-Builder:** Systems tend to evolve over time to become complex and fragmented. Hubs are working to expand the capacity of the early childhood system to be effective, coordinated, and coherent while serving all children under six and their families and embedding racial, economic, and geographic equity and inclusion. The capacity problems facing Oregon's early childhood system are deeply rooted and will take a variety of solutions from many sectors to solve. Hubs support families and communities to advocate for the change they want and need. Strategies include professional development, training, educational opportunities, addressing gaps, and coordinating investments.

Hub Core Functions and Corresponding Roles

Convener Roles

- Partner with families and community organizations from the six sectors in *Raise Up Oregon* to develop and implement a shared strategic vision and work plan toward the early childhood system goals.
- Build community support for the shared vision and facilitate opportunities for partners to integrate that vision into their own work plans.
- Identify and prioritize barriers that children and families experience in attempting to access support to achieve positive outcomes, and work to remove prioritized barriers.

- Create and promote opportunities for family leadership and advocacy to ensure the regional early childhood system is family centered.
- Convene and lead regional implementation of statewide early childhood initiatives.
- Establish and sustain innovative regional partnerships and initiatives that promote access to high-quality, culturally responsive, child-ready programs.
- Increase coordination and collaboration of services across the sectors that impact families with young children, including early learning and care, health, human services, housing, public education, higher education, and workforce development to help build family-informed, child-ready communities.
- Partner with the Early Learning Council in building a statewide early childhood system.

Connector Roles
- Conduct outreach to raise awareness, disseminate information, and identify local needs and preferences within communities and families to promote continuous feedback loops among the six state agencies in Raise Up Oregon, regional partners, and families.
- In partnership with six sector partners, use data to help direct community resources to address the needs of priority populations.
- In partnership with other sectors, blend, braid, and leverage existing funding streams from state, federal, regional, and partner entities, including KPI, family support, and family stability dollars.
- Coordinate early childhood strategies to promote smooth transitions and develop referral pathways between programs.

Capacity-Builder Roles
- Elevate family voice, ensuring it is the center of the shared vision for the regional early childhood system.
- Incorporate family leadership from focus populations in Hub governance, planning, and activities.
- Aggregate, interpret, and communicate available data to identify focus populations, track the well-being of children and families, guide the continuous quality improvement process, and facilitate collaboration across sectors and partners.
- Catalyze local action and investments for early childhood supports and services by hosting or participating in initiatives, committees, workgroups, etc.
- Support growth of culturally and linguistically responsive programming and providers that meet the needs of locally identified priority populations.
- Advocate for statewide, regional, and local infrastructure and capacity, educating policymakers, employers, and partners.

Purpose 2: Advancing the Regional Early Learning and Care Sector

The Department of Early Learning and Care (DELC) has purview over a significant portion of the programming and infrastructure of the early learning and care sector. DELC's mission is to foster coordinated, culturally appropriate, and family-centered services that recognize and respect the strengths and needs of all children, families, and early learning and care professionals. DELC's core

programs are designed to support family access to early learning and care providers. DELC's core programs include:

- Baby Promise
- Early Childhood Equity Fund
- Employment Related Day Care (ERDC)
- Healthy Families Oregon (HFO)
- Oregon Prenatal to Kindergarten (OPK)
- Preschool Promise
- Relief Nurseries

Other programs in the early learning and care sector include Parenting Education in conjunction with the Department of Human Services, home visiting with the Department of Human Services and the Oregon Health Authority, and Early Intervention and Early Childhood Special Education (EI/ECSE) with the Department of Education.

DELC's foundational services provide critical backbone and infrastructure support for early learning and care programs and providers. These include the following:

- Child Care Licensing
- Child Care Resource and Referral
- Child Care Substitutes of Oregon
- Every Child Belongs
- Early Learning Hubs
- Inclusive Partners
- Oregon Registry
- Spark

DELC partners with two regional structures to support early learning and care programs and providers - Child Care Resource & Referral and Early Learning Hubs. DELC partners with the Early Learning Hubs to create systems that increase access to high-quality early care and education opportunities and that are easier for families to navigate.

Hub Roles

Early Learning Hubs have the following roles in advancing the regional early learning and care sector in a manner that addresses their region's unique challenges and needs through their relationship with DELC:

1. Use and discuss relevant data with families and community partners to understand the region, inform the planning and implementation of state and regional initiatives, and identify priority populations related to early learning and care.
2. Partner with Child Care Resource & Referrals (CCR&R) to increase the availability of child care and preschool, support professional development, and engage families in early learning and care.

3. Leverage resources in regional strategies, services, and programs in collaboration with families and community partners that support all children thriving.
4. Partner with state initiatives to involve families, providers, and community partners in the development, alignment, and implementation of a regional coordinated system of supports for inclusion and social-emotional well-being in early learning and care.
5. Placeholder to rephrase what all Hubs will share regarding coordinated enrollment, anticipated by end of 2025: Provide family navigation of publicly funded early learning programs.

Appendix 4
Infrastructure for the Early Learning Hub, August 24

BUILD analyzed documents for the following:

1. Hub Backbone Roles and Responsibilities

Early Learning Hub Legislative Report (February 2015)

This report described the launch of the Early Learning Hubs, and the following excerpt highlights what was shared about the backbone agencies:

- In August 2013, the Early Learning Council released a Request for Applications (RFA) for the first round of Hubs. Communities were also asked to choose the specific organization that would serve as the backbone and fiscal agent and were given wide latitude as to the kind of organization they could choose to serve this function.

- The Hub's orientation toward community-driven collective impact is reflected in the variety of organizations that communities have chosen to serve as the backbone and fiscal agent for their EL Hub. Backbone organizations include non-profits, such as Educational Service Districts, community colleges, Coordinated Care Organizations (CCOs), and county governments. The flexibility in choice of backbone organizations has helped communities build Hubs that match their needs and resources. It is also facilitating local variation and experimentation.

Memo to EL Hub Leaders from ELD Hub Managers (February 2017)

This memo relates to monitoring for conflicts of interest and firewalls. As part of the monitoring process, Hubs were asked to revisit the Conflict-of-Interest Policies (or "Firewall") - both to prevent conflicts of interest with the backbone, and to maintain the autonomy of an Early Learning Hub to focus its resources, strategies, and decision-making wherever and however it is needed to reach its priority populations. Hubs were asked to respond to these questions:

1. Does your backbone entity provide direct services that could potentially utilize Hub funds?
2. What is the justification for providing the funds to the backbone rather than another community organization?
3. Are you using the same accounting policies and processes that you use for managing external grant streams (i.e., sub-contracts, invoicing, receipt documentation, etc.)? Please briefly describe your process.
4. How do you ensure that anyone from the backbone organization who might benefit from these funds isn't involved in the process of awarding funds from the Hubs?
5. How are you transparent and communicating about your funding process with community partners?
6. Please share the policy in your bylaws re: governance members whose organizations may financially benefit from being awarded services. Please attach the Conflict-of-Interest Policy in your bylaws that addresses this.

Early Learning Hubs System Evaluation Report (December 2018)

This report highlighted that Hubs are overseen by backbone agencies that are responsible for fiscal and operational accountability; while also having governance bodies that are responsible for multisectoral coordination. This report describes backbone agencies in the following ways:

- Each hub is overseen by a backbone agency that is responsible for fiscal and operational accountability and a governing body that is responsible for multisector coordination.
- Hubs most often have backbone agencies from the K–12 sector and least often have backbone agencies from the health and human services/mental health sectors. Backbone agencies vary in how connected they are to other partners in their Hubs.
- On average, Hub backbone agencies had established relationships with 55 percent of the other organizations in their Hub but varied in how connected they were to their partners by child population, location, and geographic size. Hubs in more rural areas tended to have less connected backbone agencies than those in more urban areas.
- Hub partners reported *trusting* and *valuing* their backbone agencies to a great extent (average trust rating of 3.7 out of 4 and value rating of 3.6 out of 4). This remained relatively consistent and high across Hub locations in terms of urbanicity, child population, and geographic size.

Early Learning Hub Monitoring Report (2017-2019)

This report highlighted the types of backbone agencies and key elements for working relationships between Hubs and backbone agencies. Each Early Learning Hub has a backbone organization that provides sound fiscal management, operational support, and leadership for the Hub. The backbone organizations have remained relatively stable over the last five years, with only one Hub changing backbone organizations. The types of backbone agencies and the number of Hubs with each are as follows:

- Education Service District (ESD)- 7
- Non-profit Organization- 4
- County Government- 3
- Coordinated Care Organization (CCO)- 1
- Community College- 1

The monitoring process did not discern that any one type of backbone agency proved to be more capable or better strategically positioned to support a Hub's success. In both the 2017 and 2019 site visits, conversations with the Hubs and their backbone organizations identified the following key elements of their mutually supportive working relationship:

- Shared mission and values.
- High integration exists between the backbone entity and Hub priorities, i.e., work, and strategic plans, with Hub engaged in leadership of backbone governance.
- Backbone organization is strengthened by Hub's success and leader engaged in Hub governance.

- Hub decision-making processes are clearly independent with clarity around roles and responsibilities documented among the Hub Director, backbone, and governing council.
- Hub is understood not to be a program or a grant by its backbone entity, but rather a convener and facilitative leader for regional early learning system development and implementation.
- Backbone entity has the infrastructure and community standing needed to support the wide range of partnerships, contracts, and investments necessary for a Hub's success.

A part of this system evaluation included some questions about backbone agencies and relationships, including the following: (1) To what extent do partners trust and value their backbone agencies? (2) To what extent are backbone agencies trusted and valued by the Hub partner organizations? On average, backbone agencies were rated quite high on the trust scale of the PARTNER survey (3.73 on a 4-point scale). Backbone organizations were also almost uniformly rated high on the value scale from the PARTNER survey. On average, backbone organizations were rated 3.56 on a 4-point scale. Only one Hub had a backbone organization that was rated below 3.00 (2.21).

The survey also examined whether the extent to which backbone agencies were trusted and valued by the Hub partner organizations varied across Hub location, population, and geographic size. Average value and trust scores for all location, population, and size subgroups were about three on each of the four-point scales on the PARTNER survey. Together, the results for connectedness, trust, and value suggest that backbone agencies are adapting their role in the Hub to fit the local context.

Even though backbone agencies from Hubs located in more rural regions with smaller child populations and larger geographic areas tend to be less directly connected to other organizations in the Hub, they are still viewed as valuable and trustworthy by Hub partner organizations.

CCR&R Report (February 2020)
A backbone agency is responsible for fiscal and operational accountability from one of the five sectors, and a governing body is responsible for multisector coordination and to oversee each Hub.

Statute ORS 417.827(g)(A)(B):
An entity designated as part of the Hub may not use more than 15 percent of the monies received by the entity from the Department of Early Learning and Care to pay administrative costs of the entity.

DELC Grant 2023-2025
Grantee shall:

a. Develop comprehensive financing for the strategic plan that aligns local, county, state, and national funding to support the effective Hub and their system-building strategies.
b. Submit an annual budget using template as provided by Agency. Budget guidelines are as follows:
   b.1 Total Administrative Overhead (including any indirect costs) for funds allocated from Agency's General Fund appropriations are limited to 15 percent. Administrative Overhead for funds allocated from Agency's Title IV-B2 federal funds are limited to 10 percent of these federal funds.
   b.2 Upon written notice to Agency and with Agency's written approval, may move up to 10 percent of the funds in any one budget category to any other budget category. Any other budget

modifications are subject to and conditioned on Agency's written approval and, if applicable, legal sufficiency review and approval by the Oregon Department of Justice.

b.3 Grantee shall provide any additional budget or fiscal information or further details as the Agency Grant Manager may require upon request.

c. Demonstrate a 25 percent local match of the funds provided through Hub Capacity Funding and provide a report to the Agency's Grant Manager per Part IV, Reporting Requirements. Local match of funds includes, but is not limited to, offices space, non-Hub personnel, volunteer hours, other funding that is not provided by the Agency.

d. Use the Grant Funds only for Allowable Costs in amounts not to exceed the cost limits set forth in detailed budget submitted to Agency.

Process for EL Hub Backbone Changes Document (Early Learning Division, 2021)

If a backbone organization or Hub Governance Council deems it necessary to make a change in its backbone organization, they should follow these guidelines:

1. DELC role: Contact the Department of Early Learning and Care for assistance and support in carrying out this process.
2. Fiscal requirement: The Hub must have at least six months of operating money in reserve, along with three years of audited financial statements. The operating expense reserve must stay in place until the new entity has been operational for three years.
3. Community involvement: The current MOU holders must agree in writing on the proposed backbone changes. New MOUs must be in place prior to new Backbone Contract execution.
4. Governance structure process:

- Hub Bylaws must change to reflect the new backbone entity. Develop a process to revalidate current governance board members and update changes.
- Submit a comprehensive children's budget.
- Submit articles of incorporation if applicable.
- Submit "firewall" between entity as a service provider and as a Hub.
- Submit a plan for all current subcontractors and a process for "vetting sub-contractors."
- Complete Equity Assessment.
- Submit draft new sub-contract.
- Submit new or updated strategic and work plans.

2. Governance Council Roles and Responsibilities

From Grant Agreement and statute. ORS 417.827(g)(A)(B)

Purpose: The entity must have a governing body or community advisory body that has the authority to initiate audits, recommend the terms of a contract, and provide reports to the public and to the council on the outcomes of the provision of early learning services to the community served by the entity.

Members: Has members selected through a transparent process and includes both public and private entities, locally based parents and service recipients, human social service providers, child care providers, health care providers, and representatives of local governments from the service area.

Role: The grant agreement and statute empower the Governance Council to audit records and approve contracts, among other things. Additionally, according to Part IV of Exhibit A of the Grant Agreement, in Section 1.b.i., Backbone Organizations are required to "partner with the Hub Governance Council" and to provide the "Hub Governance Council the autonomous authority in all planning, investment and implementation decisions."

It Is the expectation of DELC that the Hub Governance Council is engaged in these roles. Definition is added for clarity and discussion and is not written in the legislation. (Autonomous authority is the state or condition of self-governance; autonomy in government is defined as the legal power of communities to exercise public policy functions of a legislative type independently of other sources of authority, but subject to the overall legal order of the state.)

Comparison of Definitions of Backbone & Governance Board

Description of Backbone from Document Review	Description of Governance Board from Document Review
• Specific organization that would serve as the backbone and fiscal agent (ELH Leg Report 2015) • Responsible for fiscal and operational accountability (ELH System Evaluation Dec 2018) • Each Early Learning Hub has a backbone organization that provides sound fiscal management, operational support, and leadership for the Hub. (ELH Monitoring Report 2017-2019) • A backbone agency is responsible for fiscal and operational accountability from one of the five sectors, and a governing body is responsible for multisector coordination and for overseeing each Hub. (CCR&R Report, February 2020) • Backbone Organizations are required to "partner with the Hub Governance Council" and to provide the "Hub Governance Council the autonomous authority in all planning, investment and implementation decisions." (Part IV of Exhibit A of the Grant Agreement, in Section 1.b.i.)	• The entity must have a governing body or community advisory body that has the authority to initiate audits, recommend the terms of a contract, and provide reports to the public and to the council on the outcomes of the provision of early learning services to the community served by the entity. (Grant Agreement and statute. ORS 417.827(g)(A)(B)) • It Is the expectation of DELC that the Hub Governance Council has the autonomous authority in all planning, investment, and implementation decisions. (Grant Agreement and statute. ORS 417.827(g)(A)(B))

3. DELC Technical Assistance Approach with the Early Learning Hubs

BUILD reviewed several documents that discussed the relationship between the state and the Hubs and any mention of the technical assistance approach or support of the Hubs.

Early Learning Hub Report to the Legislature (February 2015)

The ELHs are not only a partnership within communities but also a partnership between communities and the state of Oregon. The relationship between Hubs and the state is complex. The state provides support and TA to the Hubs. It is also the primary funder and ultimately responsible for holding Hubs accountable for outcomes. One of the challenges for the ELC and ELD is to balance their roles in support and accountability.

The ELD supports and staffs a Hub Learning Collaborative, consisting of monthly webinars that cover topics such as communicating with partners and development governance structures, as well as quarterly in-person meetings. Individualized TA is also provided in areas such as developing work plans, tracing outcomes, and managing grants. As they enter their next phase of development, they will need support and TA in areas such as family resource management and deepening engagement with human services. The Hub interviews and surveys demonstrate that they welcome and value this ongoing TA.

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v. Ensure Hub Governance Council members participate in Agency-provided training.

vi. Participate in ongoing technical assistance with Agency staff and Agency contractors to assure the effective operations of the Parent Leadership Council and the integration of the Parent leadership council within the overall governance structure for the region.

2018 Oregon Early Learning Hubs System Evaluation Final Report (Education Northwest)

This report made the following recommendations:

- Provide clear and consistent communication.
- Provide clearer guidance to Hub partners on how to define sector membership; many partners identified themselves as belonging to "other" sectors. This is important given requirement to include "other" sectors.
- Provide contextualized support.
- Allow Hubs to organize their work in ways that make sense contextually; Hubs face size-related challenges - lack of resources, varying community size, poverty, and lack of transportation, which affect their progress.
- Consider the unique contexts of each Hub and provide resources that are responsive to needs.
- Hubs vary in location, child population, and geographic size, which impacts how densely connected their partners are and how connected the backbone agency is to other organizations.
- Provide support on data and data systems.
- Hubs and Hub partners emphasized the need for common metrics and a coordinated data system.

- ELD should continue to work on improving the alignment and coordination of data systems across all Hubs.
- Foster collaboration over competition.
- Create time for Hub partners to collaborate during meetings or staff retreats to build trust.
- Consider how to involve the private sector more purposefully in the Hub system.

Early Learning Hub Monitoring Report (2017-2019)

Based on their monitoring findings, each Early Learning Hub chose two to four focus areas for quality improvement. Almost all Hubs chose parent engagement as one of their focus areas. Over half the Hubs will focus on improving their ability to evaluate their various activities to strengthen the overall impact of the Hub's investments. Over a third of the Hubs will focus on strengthening their cross-sector governance processes.

Support for Early Learning Hub Success

In both their CQI planning and responses to narrative questions, Hubs identified technical assistance or other resources needed to support their success. The most identified areas of technical assistance or other supports were:

- Performance Metrics: Early Learning Hubs have had a few different sets of metrics since they started, including, most recently, roles and indicators they have been incorporating into their strategies and activities. Measurements were not developed for these roles and indicators, as Raise Up Oregon (RUO) was being developed and would likely promulgate new metrics. Hubs expressed a desire to have specific measurements to work toward, particularly now that RUO is being implemented.
- Staff Capacity: Many Hubs expressed the need for more core staffing, particularly for parent or community engagement, as well as staff with data expertise. The need for data expertise and capacity was also expressed by partners across all Hubs in the partner survey, particularly by Governance Council members.
- Peer Learning: Hubs expressed appreciation for the Learning Collaborative and Hub webinars. A few Hubs asked for Communities of Practice by topic area.

4. Use of Data by DELC and EL Hubs and Reporting

Early Learning Hub Monitoring Report (2017-2019)

Nearly all Hubs reported needing accessible, reliable, timely data that can be disaggregated at the local level. Individual requests included a standardized way of tracking data, alignment with kindergarten assessment and other K-12 measures, a reporting system, and help with qualitative data analysis. Numerous Hubs noted the inefficiency of data analysis at the state level and the offer to work with regions to overlay additional data with what is used locally.

Overall, Early Learning Hubs expressed the need for increased access to reliable, accessible data and ELD-identified metrics to guide and measure their impact. Hubs also expressed the need for more capacity building to increase their impact, particularly resources to support the expansion of staffing. Lastly, there was appreciation shared for the investment the ELD has made in technical assistance to date and a

request by several Hub staff for additional topic-focused Communities of Practice. The Hubs look to the state to address data tracking and data integration challenges.

There is a lack of clarity and shared understanding of the key policy questions that need to be answered by early childhood data efforts. Because early childhood data touches so many different "systems," there is also no shared understanding of which state entity is responsible for developing the data systems needed by Hubs. These issues need to be addressed as a precursor to assisting Hubs with data challenges.

ORS 417.728(d)

The Early Learning Council shall develop a plan for the implementation of a common data system for voluntary early childhood programs.

Appendix 5
Infrastructure Themes from Early Learning Hubs Focus Groups, BUILD Initiative, August 2024

BUILD conducted focus groups across June and July 2024 with Early Learning Hub directors to explore what they consider as the infrastructure that supports this regional work, and what they want to be considered from a "future forward" perspective. This document summarizes the themes found across focus groups. Hub Directors discussed the characteristics to be developed for the Hub infrastructure: robustness, flexibility, communication, and commitment to quality.

Theme 1: Impact of Turnover

There has been turnover at every level of the system - at the backbone agencies, Hub directors and staff, and DELC leadership and hub coordinators. Future forward:

- Documentation that supports shared understanding and informs decision-making at every level of the Hub system.
- DELC provides guideposts and artifacts that tell the history and expectations of the Hub funding, operations of the Hubs, and staffing.
- Onboarding training exists for new backbone agency leaders and new Hub Directors.

Theme 2: Backbone Agency & Governance Council Roles and Responsibilities

Hub Directors shared where they fall on a continuum:

1. Partnership with backbone agency is great – don't make changes
2. Partnership with backbone agency is great –anticipating leadership changes, great to have expectations and processes in writing
3. Partnership with backbone agency is not great – needs intervention with backbone receiving clear expectations and guidance

Hub Directors shared where they fall on a continuum with their Governance Councils:

1. Hub has a Governance Council that approves Hub's budget, priorities, etc.
2. Backbone agency's Board approves the Hub's budget, and the Hub Governance Council approves the Hub's priorities, etc.
3. Backbone agency's Board acts as the Hub's Governance Council

Hub Directors shared that there are a variety of practices backbone agencies use with the indirect funding received from the Hub agreement. Some backbone agencies charge the Hub for services on top of the indirect, while other backbone agencies contribute funding or in-kind support to the Hub for their operations.

Directors discussed that backbone agencies are assuming they have wide latitude from DELC regarding the Hub funding and their role as a backbone agency, which doesn't match what the grant agreement says.

Future Forward:

Clarify Administrative Expectations of Backbone Agencies

- Provide information for backbone agencies to assess their "goodness of fit," e.g., placement of Hub in the backbone agency's hierarchy, what it means for a Hub to be fiscally sound, expectation of Hub as not a program, requirements for equity and inclusion, use of Governance Council, etc.
- Provide guidance on standards, staffing, budgeting, and use of indirect, operating procedures
- Reinstate some of the original contract language that creates a firewall between the backbone and Hub
- Update and align contracts, re: expectations of backbone's roles and responsibilities, budgeting practices, use of Governance Council
- Offer training for backbone agencies on the purpose of Hubs, the role of the Directors, expectations of backbone operations and support of Hub, etc.
- Communicate directly to backbone agencies when it is about the contract or additional grants, especially any passthrough to community
- Communicate with Hub Directors about program implementation

Strengthen Monitoring of Hubs and their Backbone Agencies

- Implement monitoring and audits of backbone agency - reinstate site visits that ask for evidence on the backbone practices and support of Hub
- Emphasize how/which funding needs to flow into the community
- Provide guidance to reduce contradictory compliance expectations of the Hub between DELC and their backbone agency to reduce the burden on Hub staff
- Provide arbitration between hub and backbone agency

Include Expectations of Hub Governance Councils in Contracts

- Clarify expectations of Hub Governance Councils and their by-laws in relationship to the backbone agency's board and its by-laws.
- Bring Chairs/Vice Chairs/Elected Chairs together annually for their "mandatory training" to help with succession planning and sustainability
- A few Hub Directors described the importance that the stronger and clearer the Governance Council, the more the Hub can be clear of its role separate from backbone.

Theme 3: DELC Operations Impact on Early Learning Hubs

A frame some Hub directors propose is to identify how DELC's internal alignment could be more effective if considering two types of relationships it has with Hubs:

1. Hub "Permanent Roles" – a clear cycle and timeline of how current funding supports baseline expectations of which roles Hubs are doing, how they use their staff and funding, and clear responsibilities of the backbone agencies and governance councils. There is a clear understanding that these roles are what all Hubs share.
2. Hub "Responsive Roles" – DELC and the Hubs have a clear process with strategies to respond to unexpected opportunities. These roles will either be implemented by all Hubs temporarily with one-time funding, or these are roles that Hubs apply for and only some Hubs will be funded, e.g. community engagement of *Raise Up Oregon* draft strategic plan, Family Connects, ECSEPP Regional Service Provider, etc.

The hope is that this would increase DELC's internal coordination of when and how it interacts with Hubs. They would like to reduce the experiences they have had when they invest significant time with partners, but then the effort ends without communication or it does not share how the Hubs' contributions were used, e.g., Preschool Promise slot recommendations, the regional assessment, ELMO, recommendations for Hub funding formula, etc. The other hope is that there would be a clear place at DELC when there is a regional challenge that can't be resolved and DELC would have the capacity to help resolve the issue.

Future Forward:

- DELC provides transparency of all the DELC staff involved with Hub across funded work in addition to the Early Learning Hub Coordinators
- DELC aligns timelines, due dates, calendar year of grants, and calendaring that informs Hubs' decisions of Governance Councils that meet monthly, bi-monthly, or quarterly
- DELC sets internal standards and communication for how much notice needs to be given to Hubs, aligning messaging and setting deadlines, and is clear about which work is being done with the Hubs across the department
- DELC provides transparency on how Hubs and their work with community partners and providers are evaluated across funding streams/projects, as currently it is not perceived as consistent

Theme 4: Support & Technical Assistance for Hubs on Regional Systems-Building

Hub Directors had a mixed response to the term "technical assistance." Several directors interpreted it as what is provided when a Hub is not performing well. When asked to brainstorm what technical assistance could look like in the future, these concepts were raised:

- Onboard new directors to orient them to their roles, skills, and knowledge
- Tiered technical assistance: Consider the needs of directors in different stages: beginner/fundamental, middle of the road, and long-term/expert
- Provide thought partnership
- Organize peer sharing, support, and coaching
- Increase access to subject matter experts, Communities of Practice groups

- Hub Directors expressed that they are sometimes a bottleneck and propose that technical assistance be available to Hub staff beyond the Director
- There are plenty of tools and toolkits. What is needed is support for systems building, e.g., support on use of data and developing system-building skills
- When considering future investment in technical assistance, compare funding and staffing for other regional systems, for example:
  - WOU The Research Institute Central Coordination of CCR&Rs
  - ORIMHA support to the ECSEPP Regional Service Providers
  - OHA Family Connects (25 agency staffers for regional implementation)

Future Forward:

- DELC clarifies its role in supporting and providing technical assistance for Hubs on regional systems building.
- Reinstate in-person gatherings that stopped during the pandemic

Theme 5: Hubs' Use of Data

The discussion about the expectation using data and including it in reporting to DELC was less about the vision looking forward and more about raising these questions to be answered:

- Are we collecting the right data?
- Are Hubs or DELC even using the current data?
- How do we build capacity across the Hubs to collect, use, and present data for understanding and impacting decision-making?

Appendix 6
Summary of Input Received about Infrastructure for Early Learning Hubs, BUILD Initiative, January 2024

BUILD Initiative facilitated an interactive process from August through December 2024, between the standing monthly committee meetings, with a workgroup meeting several times to use the document analysis and the focus group findings to discuss the infrastructure needs for the regional system. The goal was to use these iterative conversations to uncover the variety of strategies, strengths, and challenges that exist across regions to inform possible shifts that can be made over time for the infrastructure to support the Early Learning Hub vision and mission. This document summarizes the discussions. These lists represent the conversational tone from the small groups and large group discussions.

Backbone Agency

Definition from document analysis: Each Early Learning Hub has a backbone organization that provides sound fiscal management, operational support, and partnership for the Hub. (ELH Monitoring Report 2017-2019). *Proposal from workgroup:* A backbone is an organization that has an aligned mission and the operational resources to support an Early Learning Hub's vision, mission, and role in advancing the regional early childhood system.

Definition

- Backbone is a partner to the Hub and its role as convener, connector, and capacity building.
- Backbone is a host of a Hub that is doing regional systems building.
- Backbone recognizes that the Hub is not a program of the backbone. Match to the mission of the backbone and Hub. "Is it about clarifying the differences from service-delivery program rather than a "systems-building program?" Some Hubs avoid words such as "entity" and "program," using "initiative" instead. . Some Hubs do coordinated enrollment and other program related work that is separate from DELC. Backbone has delegated authority to the Governing Council.
- Backbone supports Hub as a neutral/independent convener for early childhood programs across the region.
- Backbone acknowledges support for the geographic region of the Hub, whether it is the same, bigger, or smaller than the backbone's geographic region.
- Definition of backbone is shared, and then rules/grant agreement lists possible roles with flexibility based on the capacity of the backbone and the interests/capacity of the individual Hub.
- Is there learning from Head Start grantee framework and the relationship between the federal/state grantee with subgrantees regarding responsibilities?
- Definitions and roles for backbone, Hub staff, and Governance Council is important.
- The term "partnership" in the definition from the document analysis could mean many things. Defining partnership and making it specific to early childhood systems building may be more fitting.
- Can we identify what the value is of a Hub existing in a region for the backbone?

- The identity of a Hub is separate from a backbone. How does that impact how Hub staff identify themselves in communities, the use of logos and websites, etc.?

Operations

- Operational support is consistent across all backbones – exact definitions may vary based on capacity.
- Backbone as sponsor/contract signer while the Governance Council is autonomous on planning, investment and implementation decisions – need to acknowledge and address possible tension between responsibility vs. authority.
- How does liability impact operations; who is responsible for what? Who is signing the contract with which funding streams – accountable for the use of the funding?
- Foundational language that already exists in other places – can DELC reference what is already established, e.g., public dollar accounting practices?
- The term "operational support" could be defined as:
  - Human resources
  - Fiscal management, signing contracts
  - Accepting responsibility for the Hub's outcomes
  - Supporting the Governance Council
  - Marketing/communications is also a big piece of what Hubs do and may need to be explicitly stated
  - Information Technology
- Are there core duties that all backbone organizations should do? What is the distinction between some Hubs who want "supports" from their backbone and others who want to do it on their own?

Funding and a "Firewall"

- How would rules on the use of indirect and charging the Hub fees interact with what is a backbone, and what does a backbone do?
- The capacity to float funding when there are gaps may no longer exist for Hubs and their backbone agencies. Some backbones no longer allow that anymore/use of award letters that can be anticipated prior to contracts being in place.
- Acknowledge the tension if Hubs make decisions based on the input of the communities that may not be what the backbones want as they position their organization and programming in the communities.
- Important to have a firewall between EL Hub funding and backbone funding, e.g., use of Hub funds is up to the Hubs once you pay indirect/dues to backbone.
- Specific line items in the backbone budget should only house Hub funds and not be mixed with other funding the backbone receives.
- Clear definition of what the administrative costs are and what goes in those limits.

Staffing Hubs

- Some autonomy is needed regarding what a Hub Director can and can't do.
- Clarity on backbone having staff assisting the Hub
  - Backbone organizations have different levels of capacity for how quickly they can process funding and get it out the door, and how efficiently they can post and hire open Hub positions – capacity can relate to how it prioritizes the Hub as well as its own staffing capacity

- Every Hub has a Hub Director, how directors are treated depends on their backbone. e.g., Hub funds go to a supervisor. Language needed to clarify if a supervisor is contributing to Hub.
  - Clarity on whose definition determines the supervisor contribution – backbone or Hubs?
  - Guidance on what is acceptable to pay for a supervisor fee in addition to the indirect fee.
- Do the rules/grant agreement set the baseline rather than ceiling?
  - Some backbones have collective bargaining agreements – when it does not align with the grant agreement – what does that mean? (e.g., job position specifics and salary ranges/HR practices)
  - One Hub shared that their backbone has 'stand-alone' job descriptions for the Hub, CCR&R, etc. that don't have to fall within their existing job descriptions.
  - What can be consistent about the responsibilities Hub directors/and what will always be apples and oranges across the network – the way the organizations parcel out core roles and responsibilities, other roles and responsibilities that are assigned are unique to that Hub and backbone. Also remember that different backbones have different benefits depending on the type of organization (PERS, holidays, etc.).
- Interaction of funding with staffing – where you spend your time, and supervision charges.

Governance Council

Definition from document analysis: Backbone Organizations are required to "partner with the Hub Governance Council" and provide the "Hub Governance Council the autonomous authority in all planning, investment and implementation decisions" (Part IV of Exhibit A of the Grant Agreement, in Section 1.b.i.).

Role of Backbone and Role of Governance Council and How they Relate

- Language from the grant agreement is clear; reminders for the backbone about the Governance Council's role may be needed
- Governance council cannot act outside of what is acceptable within our backbone's board policies
- Governance Council/Hub guides priorities and then how does that align with the use of funding and that the backbone acknowledges those priorities for what the funding allows
- Define types of conflict of interest may be needed
  - Need to strike the balance -- if the backbone has "a lot of say in the day-to-day" then maybe they should have less to say in the Governance Council's voting and decision-making
- Need backbone organizations to honor the decisions made within the Hub Governance Council
- Roles of a Governance Council:
  - Ensure the vision and mission of the Hub
  - Provide fiscal oversight
  - Provide work groups oversight
  - Foster cross-sector alignment and integration
  - Oversee the implementation of the strategic plan; monitor and ensure outcomes
  - Manage resource allocations

By-Laws

- Bylaws with Governance Councils – would be great to have some supportive language around what that should contain. Should there be an MOU, difference between bylaws and MOU.
- By-Laws – outline the Governance Council and what happens when there is a conflict that is not aligned with the backbone and how this shows up in the rules – by-laws as a requirement of the grant agreement (at one time it was a requirement)
- Ensure bylaws and grant agreements are aligned
- Clarification of the backbone's role on the Council may be needed
  - Some backbones have voting rights, others do not
  - Some provide logistical support to make meetings happen, while others do not
- A transparent policy development and decision-making process for Hub investments that clearly articulates the use of the Hub's conflict of interest policy in all actions and decisions of the governing body
- Clear process for adding Governance members, removing Governance members, and include term limits or a stated lack thereof

Role In Determining Hub Positions and Pay Structure

- Governance Council question, determining pay structure, e.g., EI/ECSE work has minimum salary requirements – DELC sets minimum salary requirements for some programs. One thing DELC can do is set minimum salary requirements for Hub staffing. (other examples to explore – CCR&R and ECB Regional Service Providers)
- Some Governance Councils are enabled to create new positions, salary ranges – but ultimately up to HR to determine pay rate.

Membership

- Update language and clarify if all membership requirements still stand as they have varied over time.
- Confirm what sectors should be represented.
- Call out the range of ages being served.
- CCO representation is helpful and important, but their regions do not align.
- Clarify county-appointment representation – if Hub has county-appointed representatives for each sector, it leads to a very large Council
- Balance requirements with avoiding a group that gets too big to be functional.
- Is there a way DELC's requirements for Hubs/Governance Council could be reciprocated by the other state agencies and their grant agreements with their regional/local partners?

Areas for Flexibility

- Equity analysis and considering size of Hub regions as some populations may be smaller than others
- Structure/Leadership approaches to Governance Councils: flexibility is needed by region - a variety of ways Hubs have chairs/vice chairs/admin support…history and nature of relationships across counties that are included in the region have been important

- Including terms into bylaws for Governance Council. To bring in new perspectives, diversity, etc. (thinking about smaller communities, some folks on Governance Councils have been there long term but if they were to be removed may not be able to find a replacement)
- Language around what sector representation is needed. Language around cross-sector and cross-agency. Potentially limiting the number of people from the same agency or school district. (i.e., in small counties there are people who end up working for the same place)

Parent Leadership Council

From grant agreement: Include a Parent Leadership Council within the Hub governance structure. Ensure membership and active engagement in the Parent Leadership Council from families who represent the Hub Coverage Area Priority Population. In partnership with Hub Governance Council and Parent Leadership Council, lead regional alignment and coordination of early childhood systems as follows:

- Create shared vision for regional Early Learning System.
- Engage cross-sector and community partners.
- Engage in system-focused problem solving and action.
- Engage in continuous learning and improvement of regional Early Childhood System plans.
- Facilitate strategic convening of sector and community partners.

Funding

- Financial investment needed for Parent Leadership Council, beyond the start-up funding
- If this is valuable and important; family voice driving this work – then we need the finance compensation for families' time, travel, child care, etc.
- Lack of sufficient funding makes it difficult to sustain a Parent Leadership Council. Some Hubs carve out funds for this but it is difficult to sustain when it comes to staffing, and reimbursements for participation
  - Difficult to interface Parent Council with Governance Council
  - Many Hubs have well established Parent Councils but there is a lack of funding
- Dedicated funding stream for PLC
- Identify sustainable funding streams in addition to DELC
- What DELC expects has to be tied to its funding

Staffing

- Having consistent, competent staff to lead this work is very important
- Staffing capacity – days are long, need dedicated support to parents…really value family voice and make an impact on change – can't be second thought or not have staff (staffing, parent leadership development, joining in activities, etc.)

Training, Technical Assistance, and Support

- The training and support families/parents needed for these roles and activities
- When do Hubs have parent leaders doing the orientation for the new parent leaders together with staff members

DELC's Role

- What is DELC's role in offering support at an "economy of scale" – could certain things be offered across regions/for the entire state instead of each Hub inventing certain support for developing courses, use of peer coaches or mentors, experiences, skill sets
- OPEC trend recently – focus more on the 101, not consistent across the state re: opportunities
- DELC has offered in the past Hubs 101 for new Governance/Parent Council/backbone members – what is a Hub – what is flexible, what is not

Connection between Parent Leadership Council and Governance Council

- Activating and having a stake in the work… parent leaders involved in the Governance Council and the decisions the Council is making
- Lack of direction and mandate for what they're supposed to do. Hubs are great at providing family voice and some have worked on advocacy but direction from DELC would be great regarding what else they're supposed to be doing and clear role around family leadership councils
- There's a way to have the parent council structured in a flexible manner and not as specific as Governance Council
- Should the Parent Council be separated or embedded in the Governance Council and at the center of the work the Hub is doing?
  - Some Hubs have parents embedded in Governance Council
  - Some have Parent Councils that are separate – comfort level, balancing children and dinner time…how they share their priorities and advice…parents/family members determine how they participate and interact with the Governance Council
  - Some have charters of the parent council…some have by-laws… some have it as a committee of the Governance Council… some are embedded in the Council

Purpose and Activities of Parent Councils

- Clarify what Parent Councils are doing and how are they engaged…for the work as a whole
- Avoid pigeonholing what a parent family council is so they don't exactly mirror Governance Councils. Don't have to be just meetings – incorporating other ways to engage parents that would be meaningful.
- Letting parents know that it's their group to create including technical assistance, when requested
- How do the rules and grant agreement recognize different stages Parent Councils could be in… some have existed for nine years and some started last year… some have long standing members and some have had recent turnover…
- Parent Council is one pathway to build skills and recruit parents on the professional side of this work, especially those that have been underrepresented in the workforce
- Lots of organizations want to hear from parents/families – they come to the Hubs to access their Parent Leaders (is that a funding source?) – is this a purpose that is attractive to the other state agencies?

Other Ways Parents Are Involved

- Allowing flexibility that Hubs are getting parent input but not necessarily parent participation in councils. Lots of feedback being received from families/parents but difficult to have parents/families join two-hour meetings.
  - DELC's grant agreement language around input vs. representation
- Be flexible with participation requirements and allow creative ways for Hubs to receive input.

Lifting Up the Work of Early Learning Hubs

Purposes of "Lifting Up the Work of Early Learning Hubs"

Several potential purposes were identified:

- DELC has an accountability/monitoring purpose
- Hubs and DELC share the role of messaging the regional system-building efforts, the partners involved at the state and regional levels, and the impact it is having
- Council members would like to understand what is going well, how the six state agencies are involved in *Raise Up Oregon,* if they are connecting with the early childhood work
- Feedback loop between state agencies and regions on policy design and implementation successes and challenges

An example was given regarding the historic reporting item on "in-kind funding sources of Hubs"

- Accountability point of view – what are Hubs' in-kind funding sources
- Messaging point of view – what funding is being leveraged in the region that is impacting the system-building work regardless of whether it passes through the Hub/backbone agency
- Council wants to know– how is funding that goes to Hubs plus funding that has been leveraged in their regions expands or creates impact, and where are there gaps and challenges that the Council can be supportive in addressing

Lift Up System-Building Successes

- Demonstrate how Hubs are playing their roles of convener, connector, and capacity-builder
- Partnerships that are having an impact (Evan may have some good thinking on the frame/metrics of partnerships for the quarterly report)
- Which Hubs of which state agencies provide funding to do what kind of work (ODE, ODHS, OHA, OCHS, HECC…)
- Learn how Hubs work with tribal nations
- Identify where Hubs can partner – where they can apply for funding together
- Lift up differences in how Hubs accomplish their work, e.g., frontier vs. urban areas on the "how"
- Lift up specific early childhood successes, working with families during and post pregnancy, the role Hubs play in building out the Home Visiting system, etc.

Hub Communities of Practices/Continuous Quality Improvement

Hubs have a desire to learn from one another:

- Peer learning/Community of Practice spaces beyond KPI – the use of monthly meetings doesn't seem to have space for that – space to discuss approaches to the work and strategies colleagues use to avoid getting stuck
- Relationships with different partners and sectors – what does it look like and how did some Hubs cultivate relationships and figure out the interests of others
- Key Hub functions: staffing matrix, Hub Governance board functions and their level of engagement and participation, seeking grant funding, design and use of Parent Councils, working with the business sector

Council Interests

- Stories – what do families want and need; what are the immediate and ongoing needs of communities
- System-building successes – connect to *Raise Up Oregon*, connections Hubs are making across the early learning and care, health, human services, housing, higher education, and K-12 sectors.

Challenges

- What would it take to shift from reporting on specific programmatic pieces connecting to specific funding streams to reporting on system building, how partnering has had impact – making the invisible visible
- Need to do further work on metrics/outcomes that all Hubs can share, connected with vision and mission – start with a narrow set connected to an updated grant agreement
  - In addition to outcomes, what are other metrics that could be associated with Hub roles as convener, connector, and capacity-builder
- What impact on children and families is needed? Is it an unduplicated count connected to specific programs? Or is it more accurate of population reach and intensity of focus?
- Is this a strategy for Hubs and DELC to learn what the effort/amount and type of work it takes to launch projects to inform the design and use of future grant agreements, technical assistance, etc.?
- In lifting up the work of Hubs, is there a way to demonstrate what Hubs are required to do, but other DELC and state agency partners/regional offices are "not required, but encouraged"
- What do meaningful updates between Council and Hubs look like? There are 16 Hubs and 1 Council…the speed and time of impact varies across the state. How can Council gain input on where their action is needed?

Next Steps

- DELC's funding and work with Hubs has been siloed. What do the different offices and programs in DELC need to know and vice versa?
- Collect examples from Hubs of how they share their impact, successes, impact, challenges, etc. with partners in their region, their legislators, or other key audiences. Any annual or biennial reports, materials develop when recruiting Governance Council members, etc.

- Confirm which Hubs are receiving what kind of funding from state agencies and which state agencies' regional or community entities are working with Hubs and where they are not working with Hubs.

Possible Strategies
- Define the different types of information that is or could be gathered
- "Dashboard"
- Update DELC quarterly report
- Stories that hit on a personal level that could be shared with legislators
- Planning for a longitudinal dataset – at least what a longitudinal dataset could share so the case for funding one is made

Regional Early Childhood Sector Plans

Input on the future of early childhood sector plans
- Clarify purpose of the plans
  - Purpose should be to guide the strategic plan and focus on the Hub work. Scope should focus on all aspects of early childhood
  - Have the plans be action-oriented – what are Hubs, backbone agencies, DELC, Council, other state agencies going to do with the information
  - Plans that inform a range of investments, not just Preschool Promise, but early literacy, equity fund, etc.
  - If it is just about data, DELC has access to all the same tools that Hubs do to collect data
- Create a plan and the data it collects replicable
- Timing is important – match the effort and use
  - Consider aligning other potential schedules, e.g., *Raise Up Oregon,* two-year legislature cycles, significant programmatic expansions
  - Do not schedule due dates during winter holidays
- Consider the staffing capacity that is required
  - Hub staff did the work, Governance Councils and Stewardship committees approved final products
- Please avoid having Hubs produce a plan and then being told "never mind"
- Use of data – DELC's data did not match local data, Hubs deferred to local data

Purpose and Scope
- Five-year strategic plan that aligns with ROU 2.0.
- Every four years would align with contracts
- Every two years is important to capture shifting needs and demographics
- Biennial workplans can/should flow from Sector Plan (if it's at strategic planning level)
- This year we went to a five-year strategic plan that aligns with ROU 2.0 accompanied by a one-year work plan with goals that will get updated annually
- How does this align, or is duplicative of Head Start's Community Assessment.
- Who develops it? Governance? A sub-group? Others? In small communities, people are so busy with so many plans.

- There needs to be some kind of alignment between the Hub overall and Preschool Promise. The coordinated enrollment grant references something similar.
- Infant and toddlers care needs, barriers, gaps in services available. Still something we have never quite gotten to and not addressed
- It seems like Hubs as the Local Ambassadors of RUO should have a cadence similar to and connected to the RUO planning
- Sense of supply and demand by community for the region - updated every two years
- Potential for a global budget capturing investment going into prenatal through five-years, could lead to more targeted investment

Strengths
- Helps prioritize funding decisions
- Able to identify populations that might otherwise get missed
- Having data and partner/family input that we then use to support the early learning system (something tangible and helpful for community)
- Helps to focus strong collaborations with different sectors based on shared goals
- Community partners who can bring perspective and data
- Incredibly useful reference material
- Opportunity for partners to "see" themselves in the plan, shared objectives across multiple work plans
- Allows us to share information with other partners
- CCR Partnership helps analyze supply changes/needs - informs regional prioritization
- Utilize for other funding purposes

Barriers
- How will this be used? Without this it is hard to get "buy-in"
- Not having real-time data
- Lagging data
- The data changes very little in our region so it can feel like busy work
- Communities are too small and data is redacted
- Accessing some partner data can be challenging
- Small Hub so small number of staff to focus on all deliverables and have enough time for data collection and analysis
- Surveying parent needs is a huge lift if done in a comprehensive manner
- Working with partners to get the data, especially when they are ELC grantees
- Not having a robust data tracking tool
- Using the data for a narrow purpose when that may not have been the intended focus
- No clear understanding of how to move the bigger rocks, like workforce
- Not enough time to collect local data
- When we ask partners for data, we have to acknowledge their capacity levels as well.

Accessing Data

- Does DELC have data to provide? What can DELC provide? Historically it has been a major lift to gather data to inform these plans.
- Our last RSA we accessed demographic data from five different sources and got five different sets of numbers
- Leveraging communities of scale and determining how DELC can collect some of the data and share to Hubs would be ideal and a real time saver
- Need DELC to define level of granularity, will drive time and investment decisions.
- Need more state and county-level data from Health and Human Services
- Data regarding child care provider inventory is available to CCR&R but not easily available to Hubs.

Build
INITIATIVE
**Strong Foundations For
Our Youngest Children**