

OFFICE OF THE SECRETARY OF STATE
TOBIAS READ
SECRETARY OF STATE

MICHAEL KAPLAN
DEPUTY SECRETARY OF STATE



ARCHIVES DIVISION
STEPHANIE CLARK
DIRECTOR

800 SUMMER STREET NE
SALEM, OR 97310
503-373-0701

NOTICE OF PROPOSED RULEMAKING INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 414

DEPARTMENT OF EARLY LEARNING AND CARE

FILED

09/29/2025 11:05 AM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Early Childhood Education Workforce Registry

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 10/30/2025 5:00 PM

The Agency requests public comment on whether other options should be considered for achieving the rule's substantive goals while reducing negative economic impact of the rule on business.

CONTACT: Kathy Wai
971-428-7466
kathy.wai@delc.oregon.gov

700 Summer St. NE.#350
Salem,OR 97301

Filed By:
Kathy Wai
Rules Coordinator

HEARING(S)

Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.

DATE: 10/27/2025

TIME: 5:00 PM - 6:00 PM

OFFICER: Kathy Wai

REMOTE HEARING DETAILS

MEETING URL: [Click here to join the meeting](#)

PHONE NUMBER: 1-669-254-5252

CONFERENCE ID: 1603062370

SPECIAL INSTRUCTIONS:

Meeting ID: 160 306 2370

Passcode: 502309

Special Instructions: The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to Kathy Wai: kathy.wai@delc.oregon.gov

NEED FOR THE RULE(S)

Directs the Department of Early Learning and Care to require the Early Childhood Education Workforce Registry (housed at the Oregon Center for Career Development at Portland State University) to create a career pathway system that expands professional development options in the professional development recognition system, ensure that the early learning workforce may have registry related documents translated free of charge, maintain a process for verifying Out-of-State Professional Development, and ensure that a system is created for employers to have access to staff professional development records for the purposes of technical assistance, with permission from the professional.

OAR 414-999-0000 Purpose

Defines the purpose of the workforce registry.

OAR 414-999-0010 Definitions

Provides definitions for implementation.

OAR 414-999-0020 Administration

Defines how the workforce registry and related components will be administered.

OAR 414-999-0030: Career Pathways

Creates a career pathway system, expanding professional development options and reducing inefficiencies in the professional development recognition system (OCCD Career Lattice).

OAR 414-999-0040: Foreign Language Translation

Ensures that the early learning workforce may have registry related documents translated free of charge.

OAR 414-999-0050: Verifying Out-of-State Professional Development

Ensures that there is a system to accept early childhood related training originating from out-of-state and country.

OAR 414-999-0060: Training Record Access

Ensures that a system is created for employers to have access to staff professional development records for the purposes of technical assistance, with permission from the professional.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

HB 2991 (2023 Legislative Session)

<https://olis.oregonlegislature.gov/liz/2023R1/Downloads/MeasureDocument/HB2991/Enrolled>

A Path Forward: Examining and Overcoming Barriers for Oregon's Early Childhood Workforce:

<https://www.oregon.gov/delc/Documents/HB%202991%20-%20A%20Path%20Forward%20Final%20Report.pdf>

Oregon's Early Childhood Professional Registry & Career Pathway Equity Analyses & Recommendations

https://www.oregon.gov/delc/Documents/ORO_Early-Childhood-Professional-Registry-Career-Pathway.pdf

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE

This ruleset expands access to career pathway movement by including more professional development options that will support access for those who speak languages other than English, have out of country degrees, and have restricted access to training and higher education due to language, financial or geographic barriers. The rules also address the ability for employers to support their staff in the use of the Oregon Registry Online.

A Dear Tribal letter was sent and feedback incorporated into the current draft in the section directly related to inclusion of tribal knowledge as a recognized and valued element of qualification.

FISCAL AND ECONOMIC IMPACT:

The Oregon Center for Career Development at PSU will be impacted, however, the funds to make system changes will come from their agreement with DELC.

DELC will have costs in the implementation of all of the rules above.

DELC Licensing may need to make changes to qualification rules in the future.

Colleges may need to make changes to their Credit for Prior Learning policies in the future.

Positive Economic Impact on Children/Families (Benefit Recipients):

- Increased supply of qualified providers due to streamlined processes could lead to more child care options and potentially lower costs.
- More culturally and linguistically diverse caregivers able to enter the workforce due to improved access and translation services.

Positive Economic Impact on Providers:

- Easier recognition of out-of-state qualifications and professional development could lead to reduced re-training costs.
- Clearer evaluation standards could lead to faster entry into the workforce.
- Lower translation costs for out of country degrees could lead to increased access to jobs.

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

Local programs may experience increased retention and access to workforce. Industry in local regions will be positively impacted by more access to child care, freeing up additional pools of workers and creating more stability and reliability by reducing worker absenteeism.

Estimated Number of Small Businesses Affected:

- As of June 2025 there were 14,343 Oregon Registry Online users; the majority of whom own or work at small businesses.
- Businesses may need to expend less funding on professional development, favoring the expanded list of professional development options rather than being restricted to the current option. There are some new Professional development options such as coaching (optional) for which they may incur the cost of a coach salary. Currently however, there are coaches in some facilities that are working with providers to move towards best practice and those efforts are not recognized in the system.

The fiscal Impact on Small Business is not Significantly Adverse, in fact, many small businesses will see net benefits:

- Reduced barriers to entry for staff → easier hiring.
- Less duplication of professional development → reduced costs.
- Faster onboarding due to employer access to registry records.

- Translation cost eliminated or reduced

- Training time potentially reduced if other methods like job embedded professional development and experience are included in their qualification documentation

Positively Affected:

- Immigrant and multilingual early childhood educators: Easier entry to the workforce, fewer out-of-pocket costs for translation

- Families in underserved areas: Better access to providers if more workforce members can qualify

- Workforce development organizations can build programs with clearer guidelines and improved transferability

Negatively Affected:

Vendors previously providing translation or credential evaluation services could lose revenue.

DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

Child care providers are small businesses, and they will participate in the Rules Advisory Committee.

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? NO IF NOT, WHY NOT?

The RAC will be convened on October 16th and 17th.

RULES PROPOSED:

414-999-0000, 414-999-0010, 414-999-0020, 414-999-0030, 414-999-0040, 414-999-0050, 414-999-0060

ADOPT: 414-999-0000

RULE SUMMARY: Broadly the rules directs the Department of Early Learning and Care to require the Early Childhood Education Workforce Registry (housed at the Oregon Center for Career Development at Portland State University) to create a career pathway system that expands professional development options in the professional development recognition system, ensure that the early learning workforce may have registry related documents translated free of charge, maintain a process for verifying Out-of-State Professional Development, and ensure that a system is created for employers to have access to staff professional development records for the purposes of technical assistance, with permission from the professional.

CHANGES TO RULE:

414-999-0000

Purpose

(1) The purpose of OAR 414-999-0000 through 414-999-0060 is to establish and maintain a Workforce Registry system that supports a qualified and diverse early learning workforce, reduces administrative inefficiencies, and provides accurate and accessible workforce information for the Department's programs and for other system partners. ¶

(2) These rules apply to all early learning workforce members, hiring agencies, and entities using the Workforce Registry, and serve the broader purpose of supporting high-quality care and education for Oregon's children and families through the Department's programs, including but not limited to licensing, subsidy, and quality improvement, as well as other uses by system partners.

Statutory/Other Authority: 329A.525

Statutes/Other Implemented: 329A.525

RULE SUMMARY: Defines key terms used for the Early Childhood Education Workforce Registry (housed at the Oregon Center for Career Development at Portland State University).

CHANGES TO RULE:

414-999-0010

Definitions for Workforce Registry Rules

(1) "Coaching" means a relationship-based process, as defined by the department, designed to build capacity for specific professional dispositions, skills, and behaviors. It is a partnership that supports the development of self-awareness, self-reflection, and self-directed action.¶¶

(2) "Communities of Practice (CoP)" means learning communities and other cohort or facilitated peer learning groups.¶¶

(3) "Competency or Competencies" means the essential knowledge, skills, and dispositions, that early childhood educators must demonstrate to effectively support the development, learning, and well-being of all young children from birth through age 8 and those in out-of-schooltime care through age 12.¶¶

(4) "Oregon's Core Knowledge Categories" or CKCs means the subject-matter areas, as defined by the Oregon Center for Career Development in Early Childhood Care and Education, that organize training and professional development for the early learning workforce. Trainings are classified by Core Knowledge Category for the purposes of approval, workforce registry documentation, licensing requirements, and professional development tracking.¶¶

(5) "Department" or DELC means the Department of Early Learning and Care.¶¶

(6) "Early Childhood Education Higher Education" means degrees, certifications, and postsecondary coursework credits of child care and education including but not limited to early childhood education, child development, human development, elementary education, human ecology, home economics, family and consumer studies, child and family studies, education, and special education-early intervention.¶¶

(7) "Early Childhood Education Related-Profession(s)" means providing services or having a focus on the provision of services to children who are zero through six years of age or those in out-of-schooltime care, including but not limited to social services, child welfare, family support, mental health, health care, and education work.¶¶

(8) "Early Childhood Education Work Experience" means time spent providing learning experiences and a range of early childhood services to children who are zero through six years of age or those in out-of-schooltime care up to age 12.¶¶

(9) "Early Childhood Education Workforce Registry Database" or "Oregon Registry Online (ORO)" is a statewide database that stores all submitted training and education information for Oregon's childhood care and education professionals.¶¶

(10) "Early Learning Workforce (member)" means those individuals employed or seeking employment in the provision of services to children who are zero through six years of age or those in out-of-schooltime care.¶¶

(11) "Higher Education Related-Degree" means degrees, certifications, and postsecondary coursework credits related to providing services to children who are zero through six years of age or those in out-of-schooltime care, including but not limited to psychology, sociology, secondary education, and social work.¶¶

(12) "Mentoring" means peer-to-peer professional learning relationship, focused on transfer-to-practice and reflective consultation.¶¶

(13) "Oregon Registry" or "Workforce Registry" means a voluntary statewide registry that documents and verifies the education, training and experience of childhood care and education professionals to support professional development and career growth. It provides a structured pathway to document and share their professional development progress. The Oregon Registry Online is one tool within the Oregon Registry to support childhood care and education professionals to document their career growth and professional development.¶¶

(14) "Tribal knowledge and experience" may include but is not limited to; tribal language, cultural knowledge, indigenous pedagogical approaches, indigenous ways of knowing, traditional ecological knowledge, native storytelling, Tribal history, expertise providing learning experiences and a range of early childhood tribal services.

Statutory/Other Authority: 329A.525

Statutes/Other Implemented: 329A.525

ADOPT: 414-999-0020

RULE SUMMARY: Broadly the rules directs the Department of Early Learning and Care to require the Early Childhood Education Workforce Registry (housed at the Oregon Center for Career Development at Portland State University) to create a career pathway system that expands professional development options in the professional development recognition system, ensure that the early learning workforce may have registry related documents translated free of charge, maintain a process for verifying Out-of-State Professional Development, and ensure that a system is created for employers to have access to staff professional development records for the purposes of technical assistance, with permission from the professional.

CHANGES TO RULE:

414-999-0020

Administration

The Oregon Registry shall ensure that the Early Childhood Workforce has access to a clear and published process for the activities in OAR 414-999-0000 through 414-999-0060.

Statutory/Other Authority: 329A.525

Statutes/Other Implemented: 329A.525

RULE SUMMARY: Creates a career pathway system, expanding professional development options and reducing inefficiencies in the professional development recognition system (Oregon Center for Career Development Lattice).

CHANGES TO RULE:

414-999-0030

Career Pathways

(1) The Department shall work with the Oregon Registry to develop and implement a step-based career pathway system, in which licensing serves as the foundational step and higher steps recognize diverse routes for advancing qualifications. ¶

(2) The career pathway system shall allow individuals to advance to higher steps through a variety of recognized activities, experiences, and credentials, individually or in combination, and shall increase in expectation as individuals move through higher steps in the career pathway system. ¶

(3) For the purposes of advancing to higher steps in the career pathway system, the Oregon Registry shall evaluate and accept documentation related to Early Childhood Education at a minimum: ¶

(a) Endorsements and licensure approved by the Department including: ¶

(A) Oregon Infant Mental Health Association (ORIMHA) ¶

(i) Infant Mental Health (IMH-E®) ¶

(ii) Early Childhood Mental Health (ECMH-E®) ¶

(B) Teaching Licenses, in and outside of Oregon related to the provision of services to children who are zero through six years of age or those in out-of-schooltime care. ¶

(b) Degrees, certificates and postsecondary coursework credits approved by the Department including: ¶

(A) Early Childhood Education Higher Education degrees and certificates without the requirement of a transcript review. ¶

(B) Early Childhood Education Related degrees and certificates without transcript review, unless requested by the applicant. ¶

(C) Individual course credits related to Oregon's Core Knowledge Categories if the Early Childhood Workforce member's higher education degree or certificate is not in an Early Childhood Education or Related Profession. ¶

(D) Individual higher education course credits related to Oregon's Core Knowledge Categories. ¶

(E) Official or unofficial transcripts may be submitted for unrelated degrees or individual higher education course credits for review. ¶

(F) Apprenticeships that support early learning and are approved by the Department shall be accepted for Oregon Registry step advancement without review unless the applicant requests an individual review. ¶

(c) Early Childhood Education Work Experience: ¶

(A) Early Childhood Education work experience in an Early Childhood Education Related Profession. ¶

(B) Work experience will be reviewed and verified by the Oregon Registry through documentation and processes approved by the Department. ¶

(d) Tribal knowledge and experience: ¶

(A) DELC will consult with Federally recognized Tribes to establish the validation process ¶

(B) Individuals seeking recognition for tribal knowledge and experience may request a letter of validation from a Federally recognized Tribe in or outside of Oregon; ¶

(e) Department-approved competencies including: ¶

(A) The National Association for the Education of Young Children (NAEYC) Standards and Competencies for Early Educators ¶

(B) Zero to Three Critical Competencies for Infant-Toddler Educators ¶

(C) Oregon Coaching Competencies ¶

(D) OregonASK's Oregon's Quality Standards and Core Competencies ¶

(f) Proficiency in a language other than English verified through documentation approved by the Department. ¶

(g) Certifications: ¶

(A) Certifications approved by the Department including: ¶

(i) Montessori certification awarded by: ¶

(I) Montessori Accreditation Council for Teacher Education (MACTE) ¶

(II) Association Montessori Internationale (AMI) ¶

(ii) Child Development Associate (CDA) awarded by the Council for Professional Recognition. ¶

(iii) Waldorf certification awarded by Waldorf Early Childhood Association of North America (WECAN). ¶

(B) Applicants are not required to renew certification in order to maintain an approved career pathway step. ¶

(h) Continuous professional development: ¶

(A) Early Childhood training hours from within Oregon and out of state. ¶

(i) Acceptance of series-based trainings may be weighted or prioritized to incentivize scaffolded learning. ¶

(ii) All accepted training hours shall contribute to advancement in the career pathway system. ¶

(B) Participation in normalized early childhood education-related, job-embedded, and relationship-based professional learning opportunities approved by the Department including: ¶

(i) Coaching, ¶

(ii) Mentoring, and ¶

(iii) Communities of Practice ¶

(C) Early Childhood Education Career and Technical Education (CTE) courses, without curriculum review unless requested by the high school or other similar education institution.

Statutory/Other Authority: 329A.525

Statutes/Other Implemented: 329A.525

ADOPT: 414-999-0040

RULE SUMMARY: Ensures that the early learning workforce may have registry related documents translated free of charge.

CHANGES TO RULE:

414-999-0040

Foreign Language Translation

The Oregon Registry shall develop and implement a process for receiving and translating into English any applications and documentation related to professional development submitted under these rules. ¶

(1) The Oregon Registry shall not charge Early Childhood Workforce members for translation of these documents.

¶

(2) The Oregon Registry shall allow an early childhood workforce member to submit documents either directly or through a representative authorized by the Early Childhood Workforce member.

Statutory/Other Authority: 329A.525

Statutes/Other Implemented: 329A.525

ADOPT: 414-999-0050

RULE SUMMARY: Ensures that there is a system to accept early childhood related training originating from out-of-state and country.

CHANGES TO RULE:

414-999-0050

Verifying Out-of-State Professional Development

The Oregon Registry shall maintain a streamlined process that allows the Early Learning Workforce to use out-of-state or international training, degrees, certifications, coursework, and credentials to document their professional development in the Early Childhood Education Workforce Registry Database.

Statutory/Other Authority: 329A.525

Statutes/Other Implemented: 329A.525

ADOPT: 414-999-0060

RULE SUMMARY: Ensures that a system is created for employers to have access to staff professional development records for the purposes of technical assistance, with permission from the professional.

CHANGES TO RULE:

414-999-0060

Training Record Access

The Department may require the Oregon Registry to develop a process for Employer access to an Early Learning Workforce Member's record in the Early Childhood Education Workforce Registry Database. ¶

(1) Employer access may be used for the purpose of providing technical assistance to an Early Learning Workforce Member. ¶

(2) Employer access may only be granted with the written permission of the Early Learning Workforce Member.

Statutory/Other Authority: 329A.525

Statutes/Other Implemented: 329A.525