



# Oregon

Tina Kotek, Governor



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[Oregon.gov/delc](https://Oregon.gov/delc)

Greetings Rulemaking Advisory Committee Participants,

Thank you for sharing your time and expertise with us through the Early Learning Hub Rulemaking Advisory Committee (RAC) to help review and refine rules that guide the work of Oregon's Early Learning Hubs. Your experience and insight are vital to this process, and we appreciate your commitment to this effort.

In this packet, you will find:

- The agenda for our meeting
- Draft of proposed rule language
- Link to the Early Hub webpage on the DELC website
- Current Rules for Early Learning Hubs
- A roster of RAC participants
- Contact information for DELC staff
- Slide deck to be presented at RAC meeting (subject to edits)
- Zoom access details

## Meeting Preparation

To support a productive conversation, we kindly ask that you review the draft rule language prior to the meeting. Your perspective and insights are important, and taking time to read through the materials in advance will help ensure thoughtful discussion during our time together.

## Compensation

Committee members will receive **\$50 per meeting** in recognition of the time and thoughtful input you're providing. Additional information about compensation will be shared.

## Date and time for the RAC:

Wednesday April 23, 2025  
4:30 PM - 6:00 PM

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*The Mission of the Department of Early Learning and Care fosters 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. **Our Vision** is that all children, families, early care and education professionals, and communities are supported and empowered to thrive.*

AGENDA	
Topic	Time Estimate
Welcome, attendance, review of group norms	15 minutes
Questions	5 minutes
Review RAC purpose and scope	5 minutes
Review of Draft Rule Language: 414-900-0005: Purpose and Scope 414-900-0010: Definitions 414-900-0015: Early Learning Hub Functions 414-900-0100: Administration 414-800-0005: Administration of Early Learning Kindergarten Readiness Partnership & Innovation Program	55 minutes
Public Comments	8 minutes
Next Steps & Closing	2 minutes

## Links

To learn more about the Early Learning Hubs please visit: [Department of Early Learning and Care : Early Learning Hubs : Programs : State of Oregon](#)

If you have any questions, please contact:

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 (503)510-6398  
 Early Learning Hub Coordinator

Maria Mendoza  
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 (971)-433-7878  
 Early Learning Hub Coordinators

Rules Advisory Committee Roster	
Name	Hub Region
Lisa Harnisch	Marion-Polk
Sara Stephens	South Coast
Gillian Wesenberg	South Central
Jennifer Laine	Yamhill
Reyna Alcala Lourdes	Blue Mountain
Jessica Nguyen	Multnomah
Anneliese Sheahan	Clackamas
Sabi Velasco	Washington
Brett Walker	Clackamas
Lydia Gray-Holifield	Multnomah
Holly Bartlett	Northwest
Courtney Little Hoop	Blue Mountain
Megan Glaze	Southern
Damiana Maxwell	Eastern
Diane Wilkinson	Linn, Benton, Lincoln
Cicily Moses	Blue Mountain
Greta Sagolla	Lane
Rochelle Williams	Central
Kimberly Brown	Central
Debi Brazelton	Central
Ruby Ramirez	Statewide-Early Learning Council Member

## Zoom Meeting Access:

**Please note:** When you first join the meeting, you will enter as an attendee. You will receive a prompt to join as a panelist—please click **“Yes”** when prompted. This will allow you to turn on your camera and unmute your microphone.

<https://www.zoomgov.com/j/1602147673?pwd=qNxYt7f7OXg37WacJUqZl03aPelwTY.1>

Meeting ID: 160 214 7673

Passcode: 001166

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One tap mobile

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Dial by your location

· +1 669 254 5252 US (San Jose)

· +1 669 216 1590 US (San Jose)

· +1 415 449 4000 US (US Spanish Line)

· +1 646 964 1167 US (US Spanish Line)

· +1 551 285 1373 US (New Jersey)

· +1 646 828 7666 US (New York)

Meeting ID: 160 214 7673



# Early Learning Hub Rulemaking Advisory Committee (RAC) 4.23.25

Maria Mendoza, Early Learning Hub Coordinator

Nancy Hauth, Early Learning Hub Coordinator

# Agenda 04.23.24

- Introductions
- Review Group Agreements
- RAC Meeting Process Overview
- What is a Hub?
- Review of RAC Purpose
- Review Draft Rules
- Closing Comments and Thank You!

# Group Agreements

- Allow all voices to be heard
- Encourage and honor individual perspectives and truths
  - *All experiences are valuable and contribute to our shared understanding*
- Please ask questions if something is not clear
- Remain focused on the topic of the workgroup
- Use the "raise hand" function or chat for comments
- Speak slowly to support our interpreter in providing accurate translation

What else would you like to add?

# RAC Feedback

Six minutes of discussion per Rule

Refer to current and proposed Rules document

Share your feedback

- Raise hand, unmute when called upon, and share
- Please be mindful of time so others can share.
- Raise hand and we will call on you



- Submit feedback in the chat
- We will save all chats for documentation purposes





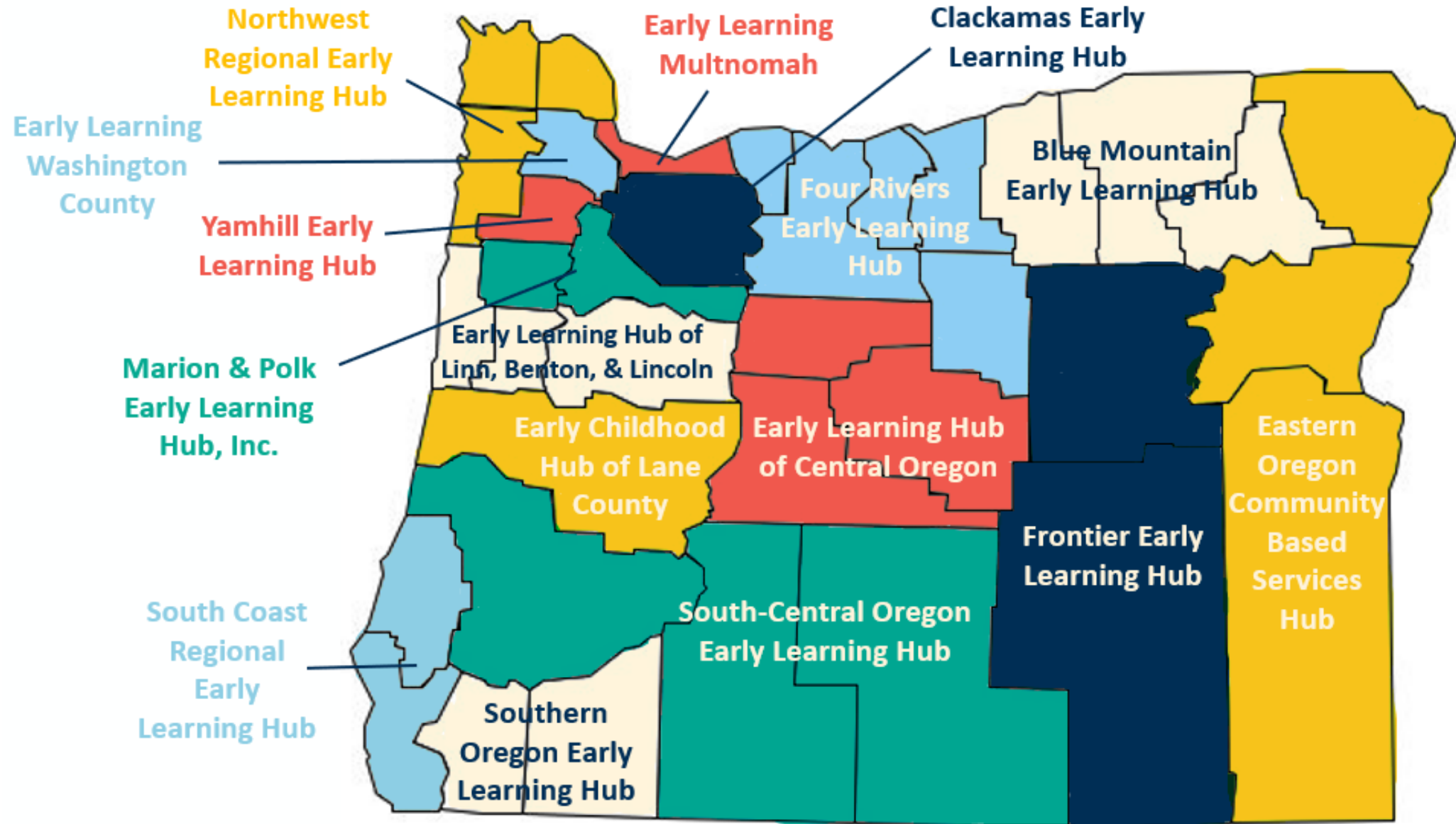
# History of Hub Formation

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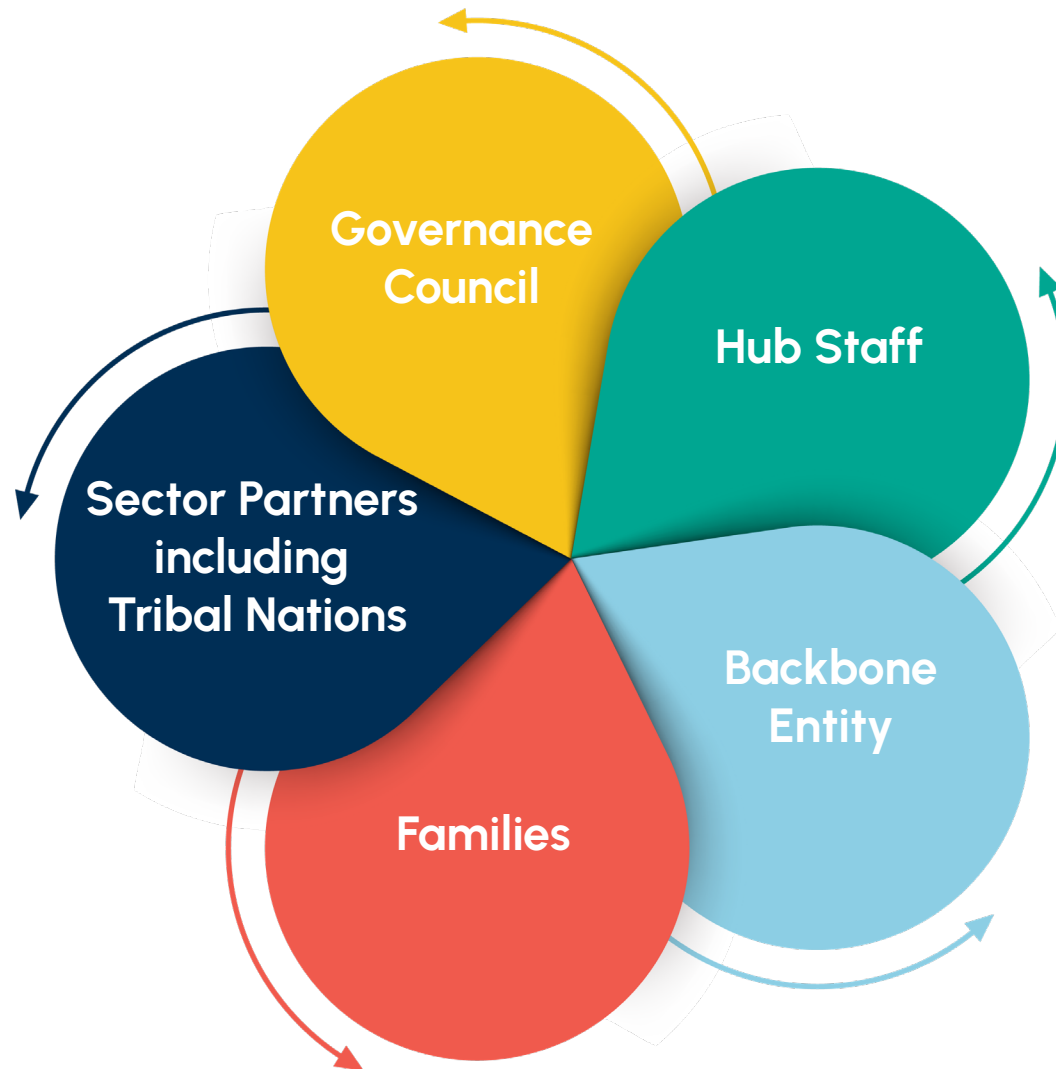
- In 2013, the Oregon Legislature passed House Bill 2013, authorizing the Early Learning Council to create sixteen regional and community-based Early Learning Hubs.
- Hubs are designed to focus on children and families furthest from opportunity, including those that our system has historically underserved and those who have been under-represented in systemic decision-making.



# 16 Hubs Across Oregon



# Early Learning Hubs



# Roles all Hubs Share

All Hubs are:

- **Conveners**

Hubs convene families, cross-sector partners, community partners, and others to support all families with young children to ensure their well-being.

- **Connectors**

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.

- **Capacity Builders**

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.



Questions?

# Purpose and Need for Rule Changes

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- Rules have not been reviewed since Hubs were created 10 years ago.
- The current ruleset is incomplete and does not address roles and responsibilities of all parties.
- Current rules do not reflect current best practice, legislative mandates, and operational realities.



# Proposed Rule Changes

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## Update current rules:

- ✓ Purpose and Scope
- ✓ Definitions
- ✓ Early Learning Hub Functions
- ✓ Administration of Early Learning  
Kindergarten Readiness  
Partnership & Innovation  
Program

## Propose new rules addressing:

- ✓ Administration
- Backbone Entity Structure
- Early Learning Hub  
Governance Structure
- Early Learning Hub Director Role
- Data Collection and Reporting

✓ Checks indicate rules we will discuss today

# Early Learning Hub RAC Scope

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## The Early Learning Hub RAC will help identify:

- Fiscal impacts (resources needed to implement the change)
- Equity impacts (unintended consequences that may impact specific groups or communities)
- Unclear rule language
- Any unintended consequences as a result of the rule change
- Any additional resources that may be needed to support the implementation of these rules



# 414-900-0005: Purpose and Scope (page 1)

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**Purpose/Background:** The rule clarifies the Department of Early Learning and Care's (DELIC) authority in administering the Early Learning Hub system under ORS 417.827.

**Reasons for Change:** DELIC needed to establish a Hub framework for collaboration across sectors to implement Raise Up Oregon and Hub agreement goals and ensure equitable, family-centered early childhood services. Draft rules identified governance, operational, and fiscal roles of Hubs and their relationship with backbone agencies.

**Impacts of Change:** Brings clarity that Raise Up Oregon is the guiding vision for all Hubs. These rules define the governance, operational, and fiscal roles of Early Learning Hubs, including their relationship with backbone agencies and the Department, ensuring alignment with Raise Up Oregon's integrated, anti-racist, and collaborative framework

# 414-900-0010: Definitions (page 1)



## Summary:

Key definitions have been updated and expanded to include terms like "Autonomous Authority," "Backbone Entity," and "Priority Populations." The definition of "At Risk" now explicitly includes systemic and individual racism or discrimination as factors affecting child well-being. The rule also defines the Governance Council's independent decision-making authority over funding and strategic direction.

## New & Updated Rules

- At Risk (updated)
- Autonomous authority (new)
- Backbone entity (new)
- Early Learning Hub (updated)
- Family Voice & Leadership (new)
- Governance Council (new)
- In-Kind Contributions (new)
- Operational Support (new)
- Opportunity Gap (new)
- Priority Populations (updated)
- System Coordination Funds (new)



# 414-900-0015: Early Learning Hub Functions (page 3)

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**Purpose/Background:** This rule establishes Hubs as regional conveners to align early childhood services with the ability to leverage public and private resources, coordinate allocate needed services.

## **Reasons for Change:**

- create alignment with Raise Up Oregon;
- include sectors and Tribes as partners
- inclusive of all Hub funding streams
- strengthen the role of the Governance Council
- emphasize that Hub strategies, funding allocations and service delivery approaches are equity-driven, and address the opportunity gap among the priority populations with their region.

**Impacts of Change:** Hub engagement is comprehensive and inclusive of the seven regional sectors and Tribes; Hub system work is in alignment with Raise Up Oregon; investments are driven by equity; regional assessments are utilized to understand needs.



# 414-900-0100: Administration-NEW (page 5)

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## Summary:

Specifies that the Department administers all grant agreements, ensuring compliance with program guidelines and fiscal oversight that contribute to building the Early Learning Hub system.. The system may not include more than 16 Early Learning Hubs under ORS 417.827.

Reinforces the Governance Council's exclusive authority over Hub investments, as written in the grant agreement, and outlines enforcement measures for noncompliance, including corrective actions or funding reductions. Hubs may use additional funding sources, but Department funds must be allocated in alignment with regional priorities.



# 414-800-0005: Administration of Early Learning Kindergarten Readiness Partnership & Innovation Program (page 11)

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**Purpose/Background:** Clarifies that KPI funding must enhance early learning and K-12 alignment, support family engagement, and improve school readiness for priority populations.

## **Reason for Changes:**

- Removes Oregon Kindergarten Assessment (OKA) as a kindergarten readiness factor because the assessment no longer exists.
- Moved Ruleset from 800 division to the 900 Hub division.
- Removed outdated language on defunct literacy grant (414-800-0010, 414-800-0015, 414-800-0020, 414-800-0025, 414-800-0030)
- Updated language to include “continuity of services” and “supportive transitions” for broader impact and use of funds.

# Next Steps & Timeline

RAC Meeting	April 24, 2025, 10am-11:30am
RAC Committee Receives Feedback Summary	May 1, 2025
RAC Meeting	May 8, 2025, 12pm-1pm
Public Hearing: Early Learning Hubs	May 12, 2025, 5pm-6pm
Public Comment Period Ends	May 31, 2025, 5pm
Early Learning Hub rules presented to Early Learning Council for vote	June 25, 2025

Questions or concerns:

[Nancy.hauth@delc.oregon.gov](mailto:Nancy.hauth@delc.oregon.gov)

[Maria.mendoza@delc.oregon.gov](mailto:Maria.mendoza@delc.oregon.gov)

[Department of Early Learning and Care \(DELIC\) Rulemaking: Public Comment Form](#)

# RAC Reimbursements

- RAC Members are eligible to receive a \$50 stipend for each meeting attended
- After the 3rd and final meeting Gaby will reach out with documentation for you to return and sign.
- Once documentation is returned, will be submitted for processing and a check will be mailed out.



Questions?



**Division 900**  
**EARLY LEARNING HUBS**  
**DRAFT**

**414-900-0005: Purpose and Scope**

**Last review/update: 2/21/25**

(1) Under ORS 417.827, the Department of Early Learning and Care (Department) has authority to administer the Early Learning Hub system, ensuring equitable and comprehensive early childhood services across the state.

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

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

Statutory/Other Authority: ORS 417.728 & ORS 417.827

Statutes/Other Implemented: ORS 417.728 & ORS 417.827

History:

DEL C 50-2023, minor correction filed 11/01/2023, effective 11/01/2023

ELD 2-2014, f. & cert. ef. 1-15-14

ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14

ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14

**414-900-0010: Definitions**

**Last review/update: 2/21/25**

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

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

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

(3) “At Risk” means an environment in which the child may not be thriving due to factors including but not limited to:

(a) A household at or near poverty level, as determined under federal poverty guidelines;

(b) Housing that is inadequate;

- (c) Significant or documented domestic conflict, disruption or violence;
  - (d) Having a parent or caregiver who suffers from mental illness, engages in substance abuse or who experiences a developmental disability or an intellectual disability;
  - (e) Neglectful or abusive caregiving;
  - (f) Health care and medical treatment needs that are unmet; or
  - (g) Experiencing the impact of structural and individual racism or discrimination.
- (4) “Autonomous Authority” means the independent authority and resulting decision-making capacity of the Governance Council, as described in ORS 417.827.
- (5) “Backbone Entity” means the organization that provides administrative, operational, and fiscal support to the Early Learning Hub. A backbone entity is an organization that has an aligned mission and the resources to support an Early Learning Hub’s vision, mission, and role in advancing the regional early childhood system.
- (6) “Community of interest” means a special population not constrained by geography.
- (7) “Early Childhood Services” means programs and services for children ages 0 through 6 years of age that address language and literacy development, cognition and general knowledge and learning approaches, physical health and well-being, motor development and social and emotional development.
- (8) “Early Learning Hub” or “Hub” is comprised of a Governance Council, which consists of cross-sector partners, a Hub Director(s) and staff, and operational support from a backbone entity. A Hub may stand-up their own operational and organizational structures if able to demonstrate stability to the satisfaction of the Department. Hubs have statutorily designated authority to integrate early learning services across systems and geographic boundaries. [OAR?]
- (9) “Family Advisory Council” means a group of parents and caregivers providing input and guidance to the Governance Council to ensure family voices are central to regional decision-making.
- (10) “Family Voice and Leadership” means incorporating parent/caregiver and family voice in decision-making processes, with an emphasis on leadership roles.
- (11) “Governance Council” means a multisector council who is the autonomous body responsible for providing strategic leadership and oversight for the Early Learning Hub. The Governance Council oversees the allocation of resources and investments and ensures that Hub’s priorities are executed successfully, with an emphasis on outcomes and continuous improvement. The Governance Council operates with full investment decision-making authority for the functions of the Hub, independent of the backbone entity’s day-to-day operations.
- (12) “In-kind contributions” means contributions to project scope other than cash. In-Kind Contributions include but are not limited to: provision of rent-free space, provision of utilities, provision of custodial services, provision of secretarial services, provision of liability insurance benefits, administrative services, and transportation services.

(13) “Kindergarten Readiness Partnership and Innovation Program” or “KPI” is a program that invests in promising models for connecting early learning and Kindergarten through 3rd grade education across the state, and coordinates regional efforts that address disparities and promote equity in early learning, K-12, and other regional sectors. KPI is focused on Priority Populations, particularly children and families that might not have the support they need for a successful transition to kindergarten and/or kindergarten experience.

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

(15) “Opportunity Gap” means the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

(16) “Priority Populations” means communities historically marginalized or underserved, including but not limited to communities of color, tribal members, rural families, and families experiencing poverty.

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

Statutory/Other Authority: ORS 417.728 & ORS 417.827 & [ORS 336.101](#)

Statutes/Other Implemented: ORS 417.728 & ORS 417.827

History:

DEL 51-2023, minor correction filed 11/01/2023, effective 11/01/2023

ELD 2-2014, f. & cert. ef. 1-15-14

ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14

ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14

#### **414-900-0015: Early Learning Hub Functions**

**Last review/update: 2/21/25**

Hubs are established to coordinate and align early learning and care services for children from birth to age six within a specific geographic area or community of interest, including special populations not constrained by geography. The purpose of Hubs is to produce improved outcomes for children and families by leveraging public and private resources, coordinating services, and purchasing services to address local needs.

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

(2) Hubs must deliver services that benefit children and families in the Hub’s assigned geographic area or community including, but not limited to:

(a) Aligning service delivery across six core functional sectors and ensuring active participation of representatives from:

- (A) Health services,
- (B) Human and social services,
- (C) Public education services,
- (D) Early learning and care services,
- (E) Tribes within the assigned Hub region,
- (F) Business,
- (G) Housing,
- (H) Higher education and workforce development; and
- (I) Other necessary sector partners as defined in Grant Agreement.

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

(c) Ensuring that service providers coordinated or contracted by the Hub are accountable for child and family level outcomes that support the objectives of Oregon's Raise Up Oregon; and

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

(3) Each Hub must conduct a regional assessment of the early childhood system in their assigned region. The assessment must identify the capacity and readiness of local partners to coordinate services effectively. Each Hub must submit the regional assessment to the Department as outlined in the grant agreement.

(4) Hubs, through the direction of their Governance Council, are vested with the authority to distribute state, federal, and other funds to invest in their assigned priority populations across sectors. Hubs must ensure funding alignment with regional priorities, and coordination by:

- (a) Developing and maintaining a comprehensive budget for the Hub region,
- (b) Mapping all funding streams, including local, state, federal, and philanthropic resources.
- (c) Ensuring alignment to shared outcomes that support the objectives of Oregon's Raise Up Oregon, as outlined in 414-900-0015(2)(c),
- (d) Ensuring contracted providers are accountable for delivering cost-efficient services that align with shared goals of KPI, as outlined in 414-900-0015(2)(b),
- (e) Providing a match of 25% of the system coordination funds that:

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

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

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

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

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

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

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

(d) Collaborating and consulting with tribes within the assigned Hub region

(6) Hubs must ensure all strategies, funding allocations, and service delivery approaches are equity-driven, and address the opportunity gap among the priority populations within their assigned region.

Statutory/Other Authority: ORS 417.728 & ORS 417.827

Statutes/Other Implemented: ORS 417.728 & ORS 417.827

History:

DELC 52-2023, minor correction filed 11/01/2023, effective 11/01/2023

ELD 2-2014, f. & cert. ef. 1-15-14

ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14

ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14

**Proposed Rule: 414-900-0030 Administration**

**Last review/update: 2/21/25**

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

(2) The Department shall administer and manage grant agreements with the grant recipients and provide fiscal and program guidelines. In most cases a grant agreement will be executed with the backbone entity. A Hub that has demonstrated the ability to provide stable organizational and operational structures to the satisfaction of the Department will execute the grant agreement. In all cases, the governance council provides oversight and authority of investments and has approval of contracts and/or agreements under ORS 417.827.

- (3) Grant recipients must comply with the terms and conditions of the grant agreement including, but not limited to, cooperating with the Department's program monitoring, technical assistance, program evaluations, and reporting requirements.
- (4) The Department may conduct a review to determine if any party is out of compliance with the terms of the Grant Agreement.
  - (a) The Department may require technical assistance, planning meetings or other remedial processes as needed to ensure compliance with the terms of the Grant Agreement.
  - (b) The Department may issue a notice of noncompliance outlining concerns and next steps.
  - (c) The Department may request a corrective action plan, which must be submitted to the Early Learning Hub Contract Administrator(s) within the timeframe outlined in the corrective action plan. The Department must review the plan and issue a decision of approval or disapproval.
- a. (A) Parties that do not complete corrective actions or correct noncompliance may be subject to enforcement measures, including but not limited to: additional reporting requirements, conditions on funding, or withholding funds, in whole or in part, by the Department.
  - (B) The Department must provide notice to all parties including backbone entity, Hub Director, and Governance Council, of remedial action that will terminate or reduce eligibility for Hub funding within the timeframe outlined in the grant agreement.
- (4) Grantees may use additional funds from other sources to carry out the Hub functions outlined in 414-900-0015.
- (5) Grantees must ensure that Hubs invest and allocate all Department provided funds in service of the region's priority population per the terms of the grant agreement.

**Proposed Rule: 414-900-0100 Backbone Entity Structure**

**Last review/update: 2/21/25**

(1) A backbone entity is an entity that provides operational and fiscal support to the regional Early Learning Hub. A Hub that has demonstrated the ability to provide stable organizational and operational structures to the satisfaction of the Department may provide its own operational and fiscal support. A backbone entity or Hub providing its own operational and fiscal support must:

- (a) Provide fiscal and operational management to ensure accountability and compliance with Department standards.
- (b) Maintain financial systems that meet state and federal auditing standards.

(c) Ensure that the Governance Council has the necessary information to make decisions, which includes, but is not limited to:

(A) Providing accessible financial reports to the Governance Council; and

(B) Conducting timely execution of fiscal documents needed to disburse funds.

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

(e) Being and remaining fiscally sound. A backbone entity should be an entity with the ability to fiscally support its core operations without funding from the Department to operate and administer Hub functions.

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

(g) Providing support for Hub functions for the full geographic region of the Hub, even if not the same as the backbone entity’s general or usual service region.

(2) Backbone entities or Hubs providing their own operational and fiscal support must establish and enforce conflict-of-interest policies for all staff, community partners, and any sub-grantees designed to prevent undue influence in funding or operational decisions.

(3) Backbone entities or Hubs providing their own operational and fiscal support may make use of Department funds for staffing only when proportional to the funded staff’s work on Hub functions and priorities. The Department will review and must approve funding models that divide staffing costs between Hub administration and other functions.

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

**Proposed Rule: 414-900-0110 Early Learning Hub Governance Structure *Last review/update: 2/21/25***

(1) Each Hub must have a Governance Council. The Governance Council is the autonomous body responsible for directing the administration of the grant agreement for the Early Learning Hub. The Governance Council is the decision-making body for the investments of Early Learning Hub funds. If the Hub utilizes a backbone entity for operational and organizational support, the Hub must do so as defined in 414-900-0100 and. The backbone entity may not make decisions regarding the investments of Early Learning Hub funds.

(a) Governance Councils must include representatives from the following sectors:

- (A) Health services,
- (B) Early learning and care services,
- (C) K-12 public education,
- (D) Human services,
- (E) Housing services,
- (F) Higher education and workforce development,
- (G) Business services.

(b) Governance Councils must include parent and caregiver representatives.

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

(2) A Governance Council is the entity within the Hub structure that oversees the functions of the Hub. The Governance Council must:

- (a) Include a chair and a co-chair who will be responsible for duties as outlined in the grant agreement.
- (b) Approve strategic plans, budgets, and funding priorities.
- (c) Develop and adopt bylaws to govern the operation of the Hub.

(3) The Governance Council shall be governed by a set of bylaws.

(a) The Governance Council must develop and adopt bylaws within 90 days of its establishment or restructuring.

(b) The bylaws must include, but are not limited to:

- (A) A clear statement of the Governance Council's purpose and authority,
- (B) Membership composition, including sector representation requirements, term limits, and appointment or election procedures,
- (C) Roles and responsibilities of officers, committees, and members,
- (D) Procedures for conducting meetings, including frequency, quorum requirements, decision-making processes, and conflict resolution methods,
- (E) A conflict of interest policy, including provisions for identifying, disclosing, and addressing potential conflicts,



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

(G) A process for amending the bylaws,

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

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

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

(5) The Governance Council must, in accordance with the procedures in its bylaws and following a vote, notify the Department if it has lost confidence in the Backbone entity's ability to perform any or all of its functions in accordance with these rules.

(a) If the Governance Council votes to notify the Department of its desire to change the backbone entity for the Hub, the Governance Council must contact the Early Learning Hub Contract Administrator(s) for assistance and support in carrying out the backbone entity transition process.

(b) Such notification must specify the basis for the lack of confidence, including specific lack of confidence in the Hub Director or specific personnel. Such notification may also recommend desired changes to address or remedy the lack of confidence.

**Proposed Rule: 414-900-0000 Early Learning Hub Director Role *Last review/update: 2/21/25***

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

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

(a) Work in close partnership with the backbone entity to ensure the financial transparency and accountability of the Hub's operations; and

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

(2) While the Hub Director(s) is employed by the backbone entity for administrative purposes, their role and responsibilities are distinct in that they provide leadership, coordination, and oversight of the Hub's strategic initiatives and community engagement efforts. The Hub Director(s) role, while different region to region, must include:

(a) Engaging with the backbone-entity to facilitate operations and fiscal support for the Hub,

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

- (c) Communicating priorities on behalf of the Governance Council; and
- (d) Serving as a liaison to the Department, which includes but is not limited to:
  - (A) Engaging in meetings convened by the Department,
  - (B) Attending technical assistance/peer learning opportunities as convened by the Department,
  - (C) Staying apprised of Department policies, initiatives, updates and equity goals, and
  - (D) Ensuring the Governance Council is up to date on Department policies.
- (e) Leading regional alignment and coordination of early learning systems as follows:
  - (A) Creating a shared vision for the regional early childhood system.
  - (B) Engaging cross-sector and community partners.
  - (C) Engaging in system-focused problem-solving and action.
  - (D) Engaging in continuous learning and improvement of regional early childhood system plans.
  - (E) Facilitating strategic convening of sector and community partners.
- (f) Ensuring alignment with Raise Up Oregon and other state priorities.
- (g) Monitoring the effectiveness and equity of Hub operations.

**Proposed Rule: 414-900-0500 Data Collection and Reporting** *Last review/update: 2/21/25*

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

- (1) Data collection must be conducted using approved tools and systems that align with the requirements specified in the Hub grant agreement. The Department shall provide a template for data reporting to grant recipients.
- (2) Hubs must safeguard the confidentiality of family and child-level data compiled or submitted to the Department in accordance with all applicable laws, regulations, policies, procedures, and guidance.
- (3) Hubs must utilize data for reporting, analysis, and decision-making to enhance system effectiveness and drive outcomes for children and families as outlined in Oregon Administrative Rule, 414-900-0015.

**414-900-0510 Administration of Early Learning Kindergarten Readiness Partnership and Innovation Program** *Last review/update: 2/21/25*

The Early Learning Kindergarten Readiness Partnership and Innovation Program (KPI) is established by ORS 336.101. KPI funds are invested by Early Learning Hubs to support access to and continuity of services that provide supportive transitions for families, particularly priority populations and priority geographic areas. Through innovative programming and partnerships, Early Learning Hubs must utilize KPI funding to coordinate regional efforts that address disparities and promote equity in P-3 services.

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

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

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

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

(4) As recipients of KPI funds, Hubs must report KPI data to the Department and evaluating agencies as outlined in the grant agreement. The report must include:

(a) Outputs or activities related to implementation of the early learning and K-12 partnership strategy.

(b) Impact of outputs or activities on children and their families.

(c) Impact of outputs or activities on the attitudes, behaviors, or instructional practices of early childhood educators and kindergarten teachers.

(2) Funds received for the administration of KPI must be separately accounted for and may be used only to provide funding for the purposes described in the grant agreement.

**Statutory/Other Authority:** ORS 336.101 & ORS 336.104

ORS 336.104

ef. 7-7-14

ef. 1-15-14 thru 7-13-14

## **Current Early Learning Hub Rules**

[Department of Early Learning and Care](#)

[Chapter 414bac](#)

Division 900

EARLY LEARNING HUBS

### **[414-900-0005](#)**

#### **Applicability of Rules**

- (1) OAR 414-900-0005 through 414-900-0020 set forth the purpose and functions of Early Learning Hubs (Hubs).
- (2) OAR 414-900-0005 through 414-900-0020 set forth the criteria used by the Early Learning Council (ELC) to select Hubs.

**Statutory/Other Authority:** ORS 417.728 & ORS 417.827

**Statutes/Other Implemented:** ORS 417.728 & ORS 417.827

#### **History:**

[DELC 50-2023, minor correction filed 11/01/2023, effective 11/01/2023](#)

ELD 2-2014, f. & cert. ef. 1-15-14

ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14

ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14

### **[414-900-0010](#)**

#### **Definitions**

- (1) “Administrative Overhead” means any dollar that is not spent directly on services for children or on preparing and evaluating services for children. This is the cost of operating administrative functions within the Hub and its subcontractors and may include staff duties such as payroll processing and data entry and non-program related costs including space, supplies and phones.
- (2) “At Poverty Level” means at 100% of federal poverty guidelines as adopted by the United States Department of Health and Human Service.
- (3) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:
  - (a) Living in a household that is at or near poverty, as determined under federal poverty guidelines;
  - (b) Living in inadequate or unsafe housing; having inadequate nutrition;

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

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

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

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

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

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

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

**Statutory/Other Authority:** ORS 417.728 & ORS 417.827

**Statutes/Other Implemented:** ORS 417.728 & ORS 417.827

**History:**

[DELC 51-2023, minor correction filed 11/01/2023, effective 11/01/2023](#)

ELD 2-2014, f. & cert. ef. 1-15-14

ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14

ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14

**[414-900-0015](#)**

### **Early Learning Hubs Purpose and Functions**

Hubs are established to coordinate services to children ages 0 through 6 in a specific geographic area or community of interest, i.e., a special population not constrained by geography in order to produce better outcomes for children. Hubs are vested with the

authority to distribute state and federal funds, coordinate services for children and purchase services for children and families. Hubs can leverage public and private funds in their efforts to attain results. Because Hubs are established to coordinate services with current service providers and, or purchase new services to support specific child centered outcomes, including kindergarten readiness, a Hub that provides direct services must meet additional criteria set forth in OAR 414-900-0020(1)(g)(F).

(1) Hubs must:

(a) Account for outcomes that benefit children within the Hub geographic area or community of interest by:

(A) Aligning service delivery focused on outcomes across five functional sectors and be able to prove that entities that represent the following five functional sectors are participating in the Hub:

(i) Health care services,

(ii) Human and social services,

(iii) Education services,

(iv) Early childhood services, and

(v) Business.

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

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

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

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

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

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

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

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

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

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

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

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

(B) Stable and attached families, and

(C) System coordination and efficiency.

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

**Statutory/Other Authority:** ORS 417.728 & ORS 417.827

**Statutes/Other Implemented:** ORS 417.728 & ORS 417.827

**History:**

[DELC 52-2023, minor correction filed 11/01/2023, effective 11/01/2023](#)

ELD 2-2014, f. & cert. ef. 1-15-14

ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14

ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14

**[414-900-0020](#)**

**Selection Criteria for Hub Contracts**

The Early Learning Council may fund no more than seven Hub Demonstration Projects in fiscal year 2013-2014. The ELC will release a request for applications for Hubs in August 2013. A Hub may provide services to a geographic area or a community of interest. The ELC and Hubs, through either communities of geography or communities of interest, will serve no fewer than 50,000 at risk children in year one.

(1) The ELC will award Hub Demonstration Project contracts based on the degree to which any individual Hub demonstrates the following application criteria:

- (a) Representation of the five functional sectors: health care services, human and social services, education services, early childhood services, and business in its governance
- (b) A defined service area and cross-sector coordination, including identifying a target population and high quality services for at-risk children and their families,
- (c) Accountability for outcomes and return on investment, including improving the results for at-risk children by the ability to identify, evaluate and implement coordinated strategies for ensuring that a child is ready to succeed at school,
- (d) Ability to coordinate the provision of early learning services across five functional sectors to the community served by the Hub through a governance model or community advisory body that was transparently selected and includes:
  - (A) Formal partnership agreements from the following sectors: early childhood education, K-12 education, coordinated care organizations and other public health entities, human services, the private sector and local governments within the proposed service area.
  - (B) Ability of governance body to initiate audits, recommend terms of contracts for service providers and provide outcome reports to the public and to the ELC.
- (e) Ability to demonstrate that parents of at-risk children have meaningfully participated in the creation of Hub strategies and plans and will serve an ongoing role as part of the entity's governing structure and will be the foundation of Hub service design, reflecting the principle that children are best raised and supported in families.
- (f) Commitment and ability to serve at least 40% of the population of at-risk children in the entity's proposed service area by the end of year 2.
- (g) Commitment to collect and track system and client level data using a unique identifier for each child served.
- (h) Demonstration of business acumen and operational stability, including:
  - (A) Use of coordinated and transparent budgeting for all providers funded directly by the Hub,
  - (B) Documentation of previous financial audits and cash reserves, as well as liability insurance as required by state law,
  - (C) Ability to provide a match of 25% of funds distributed to the entity by the ELC,
  - (D) Ability to keep administrative overhead at or below 15% across the Early Learning System, and



(E) Ability to provide monthly financial reports to Department of Early Learning and Care staff.

(F) Ability to identify with which federal, state or other funding streams if the lead applicant provides direct services to children covered by the Hub.

(i) Identify any financial, role or function conflict of interest

(ii) Provide a plan for how those conflicts will be managed

(iii) Provide evidence of financial and functional separation and risk independence of the lead applicant's direct service delivery function from the Hub function.

(2) Any application that does not meet the criteria is not eligible for the award of a Hub contract.

**Statutory/Other Authority:** ORS 417.827

**Statutes/Other Implemented:** ORS 417.827

**History:**

[DELC 49-2023, minor correction filed 11/01/2023, effective 11/01/2023](#)

ELD 2-2014, f. & cert. ef. 1-15-14

ELD 4-2013(Temp), f. & cert. ef. 9-9-13 thru 3-5-14

ELD 1-2013(Temp), f. & cert. ef. 8-16-13 thru 2-12-14

v2.1.2

[Chapter 414](#)

Division 800

EARLY LEARNING KINDERGARTEN READINESS PARTNERSHIP & INNOVATION PROGRAM

**[414-800-0005](#)**

**Definitions**

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

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

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

- (b) Living in inadequate or unsafe housing; having inadequate nutrition;
- (c) Living in a household where there is significant or documented domestic conflict, disruption or violence;
- (d) Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
- (e) Living in circumstances under which there is neglectful or abusive care-giving; or
- (f) Having unmet health care and medical treatment needs and having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.

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

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

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

(6) “Non-profit organization” means:

- (a) An organization established as a nonprofit organization under the laws of Oregon; and
- (b) Qualifies as an exempt organization under section 501 (c)(3) of the Internal Revenue Code as defined in ORS 314.011.

**Statutory/Other Authority:** ORS 336.101 & ORS 336.104

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 124-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 5-2014, f. & cert. ef. 7-7-14

ELD 3-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

**[414-800-0010](#)****Establishment and Purpose**

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

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

- (a) Improve the readiness of children preparing to enter kindergarten;
- (b) Improve the reading proficiency of students by the time students complete the third grade;
- (c) Encourage early reading by involving parents, child care providers, and the community to ensure that children have an early start in reading;
- (d) Expand the amount of time spent reading, adult support of reading, the availability of reading materials, cultural relevance and promote the level of enjoyment that literacy brings; and
- (e) Create materials and curriculum that promote early literacy.

**Statutory/Other Authority:** ORS 336.101 & ORS 336.104

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 125-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 5-2014, f. & cert. ef. 7-7-14

ELD 3-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

**[414-800-0015](#)****Eligibility**

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

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

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

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

**Statutory/Other Authority:** ORS 336.101 & ORS 336.104

**History:**

[DELC 126-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 5-2014, f. & cert. ef. 7-7-14

ELD 3-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

[414-800-0020](#)

**Criteria**

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

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

(a) The extent to which the applicant demonstrates its ability to lead the implementation of the early literacy program, foster collaboration with other community partners, and leverage the early literacy program as a key strategy for promoting alignment between early learning and K–3.

(b) The extent to which the grant application addresses equity and strategies for targeting specific sub-populations of children, including those who are economically disadvantaged, students learning English as a second language, and students who are African American, Hispanic or Native American; those who are not currently enrolled in formal Pre-K or child care programs, including those participating in license exempt and relative care; and/or those who meet criteria for being at risk of entering kindergarten with limited literacy skills.

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

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

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

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

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

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

**Statutory/Other Authority:** ORS 336.101 & ORS 336.104

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 127-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 5-2014, f. & cert. ef. 7-7-14

ELD 3-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

**[414-800-0025](#)**

**Funding**

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

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

**Statutory/Other Authority:** ORS 336.101 & ORS 336.104

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 128-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 5-2014, f. & cert. ef. 7-7-14

ELD 3-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

**[414-800-0030](#)**

**Reporting**

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

- (1) Description of outputs and activities resulting from the early literacy partnership strategy, including, but not limited to trainings delivered to parents and/or providers or early learning services, books or other materials provided to families and/or providers of early learning services, and number of adults and children reached.
- (2) Impact on changes in adult behavior related to reading to children, including but not limited to frequency and quality of reading.
- (3) Impact on changes in child behavior related to reading with adults, including but not limited to frequency and quality of reading.
- (4) Impact on adult and child attitudes toward reading, including, but not limited to, self-reports related to increased enjoyment of reading.
- (5) Impact on closing early literacy opportunity gaps for children who are economically disadvantaged, English language learners, African American, Hispanic, or Native American.

**Statutory/Other Authority:** ORS 336.101 & ORS 336.104

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 129-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 5-2014, f. & cert. ef. 7-7-14

ELD 3-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

**[414-800-0105](#)**

**Definitions**

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

- (1) “Achievement gap” means the research-based gap in achievement that often exists among students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.
- (2) “At Risk” means a child who is at risk of not entering school ready to learn due to factors including but not limited to:
  - (a) Living in a household that is at or near poverty, as determined under federal poverty guidelines;
  - (b) Living in inadequate or unsafe housing; having inadequate nutrition;
  - (c) Living in a household where there is significant or documented domestic conflict, disruption or violence;

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

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

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

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

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

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

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

(7) “Non-profit organization” means:

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

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

(8) “Postsecondary Institution” means a:

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

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

(A) University of Oregon.

(B) Oregon State University.

(C) Portland State University.

(D) Oregon Institute of Technology.

(E) Western Oregon University.

(F) Southern Oregon University.

(G) Eastern Oregon University.

(c) Oregon Health and Science University.

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

**Statutory/Other Authority:** ORS 336.101 & ORS 336.104

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 130-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 6-2014, f. & cert. ef. 7-7-14

ELD 4-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

**[414-800-0110](#)**

**Establishment and Purpose**

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

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

**Statutory/Other Authority:** ORS 336.101 & ORS 336.104

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 131-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)



ELD 6-2014, f. & cert. ef. 7-7-14

ELD 4-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

#### **414-800-0115**

##### **Eligibility**

The following types of organizations may apply for funding:

- (1) Early Learning Hubs
- (2) Education Service Districts;
- (3) K-12 school districts;
- (4) Non-profit organizations;
- (5) Post-Secondary institutions; or
- (6) A collaboration of any of the above.

**Statutory/Other Authority:** ORS 336.101

**Statutes/Other Implemented:** ORS 336.104

##### **History:**

[DELC 132-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 6-2014, f. & cert. ef. 7-7-14

ELD 4-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

#### **414-800-0120**

##### **Criteria**

- (1) Applicants for grant funds must meet one or more of the following criteria:
  - (a) Form a partnership with at least one provider of early learning services, licensed childcare provider or elementary school;
  - (b) Form partnerships with community-based providers of early childhood services to provide preschool and other early-learning strategies;
  - (c) Establish ambitious but meaningful targets for kindergarten readiness;
  - (d) Invest resources in serving a significant number of children in communities with high concentration of poverty, underserved racial groups, non-native English speakers, or rural and remote communities;
  - (e) Align with and supplement federal programs to provide moneys for educational purposes;

- (f) Agree to report to, and partner with all Early Learning Hubs serving the region.
- (2) Applicants must demonstrate:
  - (a) A proven track record of ability to achieve developmental outcomes for children.
  - (b) A clear commitment to equity.
  - (c) The proposed plan is likely to:
    - (A) Result in a demonstrable connection between early learning providers and schools; and
    - (B) Improve kindergarten readiness as measured by the Oregon Kindergarten Assessment.
- (3) Priority for funding will be given to applicants that:
  - (a) Assist children in becoming ready for kindergarten or being successful in kindergarten;
  - (b) Share professional developments strategies and resources with providers of early learning services, child care providers and kindergarten teachers;
  - (c) Demonstrate a commitment to family engagement and three-way partnerships among early childhood programs, school, and parents and families; or
  - (d) Demonstrate the grant funds will serve a significant number of children in communities with high concentration of poverty, underserved racial or ethnic groups, non-native English speakers, or rural and remote communities.

**Statutory/Other Authority:** ORS 336.101

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 133-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 6-2014, f. & cert. ef. 7-7-14

ELD 4-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

[\*\*414-800-0125\*\*](#)

**Funding**

- (1) The Early Learning Council shall determine for each fiscal year the portion of the funds available for the early learning kindergarten readiness partnership and innovation fund.
- (2) Funds received under this section must be separately accounted for and may be used only to provide funding for the purposes described in the application of the grant recipient.
- (3) Funds may not be used for capital expenses or to supplant existing federal or state funds.

**Statutory/Other Authority:** ORS 336.101

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 134-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

ELD 6-2014, f. & cert. ef. 7-7-14

ELD 4-2014(Temp), f. & cert. ef. 1-15-14 thru 7-13-14

**[414-800-0130](#)**

**Reporting**

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

- (1) Description of outputs and activities related to implementation of the early learning/K-12 partnership strategy.
- (2) Impact on kindergarten readiness, as measured by the Oregon Kindergarten Assessment.
- (3) Impact on the attitudes, behaviors, and instructional practices of early childhood educators and kindergarten teachers.
- (4) Impact on the attitudes, behaviors, and practices of children's families.

**Statutory/Other Authority:** ORS 336.101

**Statutes/Other Implemented:** ORS 336.104

**History:**

[DELC 135-2023, minor correction filed 11/27/2023, effective 11/27/2023](#)

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