

2025 Report on Oregon Early Learning Hubs

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Executive Summary

Oregon's Early Learning Hubs play a vital role in building a coordinated, equitable, and family-centered early childhood system. Over the past biennium, Hubs have led a dynamic portfolio of activities to strengthen regional partnerships, build workforce capacity, and create new opportunities for children and families, especially those who have been historically underserved due to factors such as race, income, geography, or language. Hubs serve as regional conveners, connectors, and capacity-builders, centering family voice and advancing a shared vision for early childhood success.

In 2024, the Department of Early Learning and Care (DELIC) partnered with the BUILD Initiative to facilitate a comprehensive, statewide Early Learning Hub redesign process. This 12-month collaboration engaged Hub leaders, DELIC staff, and the Early Learning Council in reflection, alignment, and planning and resulted in a clarified vision and mission for Hubs, updated administrative rules, strengthened governance structures, and consensus on core Hub functions. These efforts have positioned Hubs to more effectively fulfill their role in building a coordinated, family-centered early childhood system.

A key outcome of this redesign is the implementation of a modernized quarterly reporting structure beginning in the 2025 – 2027 biennium. New reporting tools will enable Hubs and DELIC to collect and analyze systems-level data more consistently and holistically, track progress over time, and compare trends across regions. This shift supports greater accountability, continuous quality improvement, and strategic use of information to inform policy and investment decisions. Hubs will now be able to document sector collaboration, engagement with priority populations, and the impact of initiatives with greater clarity and transparency. DELIC is also in the process of developing a performance review system that will use defined metrics to guide future funding decisions and determine whether a Hub region may need to enter a competitive Request for Applications (RFA) process to identify a new Backbone Entity.

As Oregon continues to refine its early learning infrastructure, Early Learning Hubs remain uniquely positioned to direct public resources in ways that are responsive to local needs and aligned with statewide goals. The work of Hubs – grounded in statute and strengthened through continuous improvement – is central to ensuring that all children, regardless of geography, race, or income, have access to high-quality, culturally responsive early learning and care opportunities.

Introduction

This biennial report, required by ORS 417.829, provides an update on the evaluation and status of Oregon's Early Learning Hubs in 2025. It reflects progress made over the past biennium toward building coordinated, equitable, and family-centered regional early childhood systems, as envisioned in [Raise Up Oregon](#) (2024–2028), the state's five-year strategic early childhood system plan.

What are Early Learning Hubs?

The Department of Early Learning and Care (DELIC) contracts with 16 regional Early Learning Hubs across the state. Early Learning Hubs were first established through House Bill 2013, which created a community-based strategy to coordinate regional early childhood services and track child outcomes. They were designed to streamline efforts across agencies, improve service delivery, and ensure that children and families received the support they needed in a more cohesive and effective manner. By 2015, the Hubs were operational and began playing a critical role in advancing Oregon's early childhood system by centering the voices of families and communities as co-designers of regional systems. Their vision and goals helped shape the first edition of *Raise Up Oregon* in 2018.

Oregon has many programs and services addressing the needs of children and families. Early Learning Hubs play a critical role in connecting and coordinating those services on a regional level. Hubs center the voices of families from communities who face historical and current inequities due to factors such as race, income, zip code, or language. With local leaders and communities, Hubs help build a shared vision and support strategic planning by evaluating regional successes, barriers, and opportunities. Through regional partnerships, Early Learning Hubs coordinate priorities, funding, and services to more effectively meet the needs of young children, families, and early learning and care providers. Oregon's Early Learning Hubs serve as regional conveners, connectors, and capacity-builders, striving to advance an early childhood system that is equitable, integrated, accessible, inclusive, anti-racist, and family-centered.

To learn more about Oregon's Early Learning Hubs, click [here](#).

Creating an Aligned, Coordinated, and Family-Centered System of Early Learning Services

When the Early Learning Hub system was created more than a decade ago, its purpose was to make quality early learning services more available, accessible, and effective, especially for children and families who have been historically underserved. Achieving this vision requires a coherent regional system that centers family needs and preferences. Key elements for effective systems-building include a shared vision,

engaged cross-sector and community partners, system-focused problem-solving and action, continuous learning and improvement, and strategic convening. Strong early childhood systems integrate a diverse array of accessible, high-quality services across sectors and align policies and practices with equity-centered goals for child development. These elements are essential to achieving improved family outcomes and ensuring children thrive in early childhood and beyond.

To reflect on the progress of the Early Learning Hubs and strengthen their future impact, DELC partnered in 2024 with the BUILD Initiative, a national organization that supports equity-centered systems change for young children and their families. At DELC's request, BUILD facilitated a 12-month process of reflection, alignment, and planning with leadership from Oregon's Early Learning Hubs, DELC, and the Early Learning Council. This collaborative effort aimed to assess the Hubs' progress over the past decade and clarify the shared vision, roles, and infrastructure needed to support a strong, coordinated early childhood system statewide.

The BUILD process included:

- A review of historical documents, legislation, and grant agreements.
- Focus groups and interviews with Hub directors and stakeholders.
- Iterative workgroups to co-develop updated definitions, expectations, and strategies.
- Consensus-building around the core functions of Hubs: convening, connecting, and capacity-building.

This process focused on Early Learning Hubs' [shared purposes](#) and resulted in recommendations to strengthen governance, funding alignment, and technical assistance. It also informed the development of updated [administrative rules](#), grant agreements, and a new quarterly reporting structure. The BUILD Initiative facilitated consensus on core Hub functions and infrastructure needs, reinforcing the importance of family voice and cross-sector collaboration. Together, these efforts have positioned Oregon's Early Learning Hubs to more effectively fulfill their role in building a coordinated, family-centered early childhood system.

Key developments stemming from the BUILD Initiative include:

- A clarified vision and mission for Hubs that centers family voice and equity.
- A modernized Early Learning Hub administrative ruleset and updated grant agreement that align governance and operations with the updated vision and mission, strengthening the infrastructure needed to support a coordinated statewide early childhood system.

- A shift toward systems-level reporting and continuous quality improvement.
- Stronger alignment with Raise Up Oregon (2024–2028) and other statewide priorities.

The Hubs' shared vision, reaffirmed through the 2024-2025 BUILD Initiative process, echoes the vision of Raise Up Oregon (2024-2028): that Oregon's young children, prenatal to age five, experience an early start that results in positive health, education, and life outcomes regardless of zip code, race, and family income.

Governance Structure and Sector Representation

Informed by the 2024 – 2025 BUILD Initiative partnership, DELC launched a comprehensive rulemaking effort in early 2025 to modernize the administrative framework governing Oregon's Early Learning Hubs. At the time, the Hub administrative rules had not been revised since their original adoption a decade earlier. The BUILD process highlighted the need for a more robust and contemporary ruleset to support a coordinated, equity-centered early childhood system. DELC conducted a detailed analysis comparing the authorizing statute, existing rules, and grant agreements with infrastructure feedback from Hubs. This analysis formed the foundation for a revised ruleset.

The updated rules were developed to:

- Modernize the governance framework to reflect current best practices.
- Clarify roles, responsibilities, and expectations for Early Learning Hubs.
- Enhance alignment with legislative mandates and operational realities.
- Strengthen the infrastructure needed to support equitable, community-driven early childhood systems.

The rulemaking process was designed to be inclusive, transparent, and responsive. DELC convened a 20-member Rules Advisory Committee (RAC), hosted public engagement sessions, and incorporated feedback from a wide range of stakeholders. DELC facilitated two public feedback sessions to gather early reactions to the proposed rules, followed by a formal public hearing. DELC also engaged Hub Backbone Entities and solicited feedback from Governance Councils through Hub Directors. These efforts ensured that the final ruleset reflected the operational realities, community priorities, and equity goals of Oregon's early learning system.

Formally adopted in mid-2025 and effective October 1, 2025, the revised rules improved clarity and relevance across several areas: purpose and scope, updated definitions, core Hub functions, and administration of the Kindergarten Readiness Partnership &

Innovation (KPI) Program. New rules established clearer expectations for Hub administration, defined Backbone Entity responsibilities, formalized Governance Council structures, clarified the Hub Director role, and introduced guidance for data collection and reporting to support accountability and continuous improvement.

Together, these updates and additions establish a strong, coherent framework for Early Learning Hubs, ensuring Hubs are accountable, representative, well-positioned to meet the needs of Oregon's children, families, and communities, and aligned with the goals of Raise Up Oregon.

Governance Requirements

Under Oregon Administrative Rule 414-900-0110, each Early Learning Hub is required to establish a multisector Governance Council with independent decision-making authority, responsible for strategic leadership, oversight, and ensuring priorities are executed with a focus on outcomes and continuous improvement.

Key governance requirements include, but are not limited to:

Representation

Governance councils:

- Must engage in good-faith efforts to include representatives from the following sectors:
 - Health services
 - Early learning and care
 - Public education
 - Human and social services
 - Housing
 - Higher education and workforce development
 - Business
- Must include representatives from the priority population(s) identified by the Governance Council.
- Must include at least one parent or caregiver representative.
- For Hubs with one or more federally recognized Tribes in their region, a Council position must be made available for a member of each Tribe. Hubs must regularly offer each Tribe the opportunity to participate, especially in the case of a vacant position.

- To further support cross-sector alignment, Hubs are required to establish and maintain an annual Memorandum of Understanding (MOU) with the Child Care Resource & Referral (CCR&R) agency in their service area. This MOU outlines shared responsibilities for professional development, family engagement, and regional planning.

These requirements are designed to ensure that Hubs are not only inclusive in structure but also actively engage the full range of partners necessary to build an equitable and effective early childhood system.

Leadership and Bylaws

- The Council must include at least one Chair who is not employed by or associated with the Backbone Entity.
- The Council must adopt bylaws or other governing documents within 90 days of establishment or restructuring. These documents must include:
 - A clear statement of purpose and authority
 - Membership composition and term limits
 - Roles and responsibilities of officers and members
 - Conflict-of-interest policies
 - Procedures for meetings, decision-making, and public engagement
 - Conflict mediation processes and procedures for dissolution or transition
- Each Early Learning Hub is required to maintain a Family Leadership Council (also referred to as a Parent Leadership Council) to ensure that family voice is central to planning and decision-making.

Transparency and Accountability

- Meeting minutes must be made publicly available on a website maintained by the Hub.
- The Council must notify DELC if it loses confidence in the backbone entity or Hub personnel and may recommend changes or request support from DELC to address concerns.

Oversight

To comply with their newly executed grant agreements, Hubs must provide DELC with their Governance Council bylaws, membership rosters, and, when requested, Family Leadership Council membership lists. Each Hub will be required to submit an annual

update to DELC that includes the current membership roster of its Governance Council. This update ensures that DELC can monitor compliance with sector representation requirements and ascertain whether governance bodies reflect the diversity and needs of the communities served.

Together, these updated rules and deliverables strengthen the infrastructure for collaboration and accountability, ensuring that Hubs are well-positioned to lead regional efforts that are inclusive, responsive, and aligned with the goals of Raise Up Oregon.

Increasing Coordination and Collaboration Across Sectors

With cross-sector Governance Council representation, Early Learning Hubs convene regular meetings with a broad group of regional leaders, fostering collaboration that sustains, innovates, and grows early learning services with a strong focus on the needs of priority populations. These shared spaces allow partners to align priorities, coordinate funding, and address barriers facing families. Governance Councils include parents and caregivers representing priority populations, as well as tribal representatives, giving Hub initiatives the unique advantage of co-creating strategies that meet the specific needs of families.

Hubs maintain strong connections with school districts and elementary schools in their regions, largely due to the implementation of KPI-funded initiatives. These initiatives are designed for priority populations identified by the Hubs and are co-created with K-12 administrators and teachers – often through the Hub mini-grant process, where districts apply for funds based on Hub requirements. Examples include summer kindergarten transition activities for children and families, year-round Play and Learn gatherings, and professional development opportunities for early learning and K-12 educators.

Cross-sector convenings have also led to the development of Hub family navigation systems, providing a “no wrong door” approach for families seeking services. These systems help families access basic needs such as food, clothing, and housing, as well as coordinate home visiting opportunities, OHP enrollment, parent education training, and kindergarten registration support.

Historically, home visiting initiatives experienced gaps and duplication of services. With the introduction of the [Center for Coordinating Oregon Home Visiting Systems](#) (CCOHVS) convenings, home visiting is becoming more aligned and connected. Many Hubs are supporting regional alignment through their established relationships with health and social service sectors. Hubs are launching and strengthening local home visiting networks, providing literacy materials and books to home visitors, and leveraging long-standing partnerships with health partners, including Community Care

Organizations (CCOs), clinics, and hospitals, whose leaders often serve on Governance Councils to help guide investments.

Through partnerships with public health departments and community organizations, Hubs have produced multilingual public service announcements on family wellness topics, including secure storage, immunizations, screen time, and nutrition, demonstrating how cross-sector collaboration expands access to critical health information and supports child development. Hubs have also trained staff as Community Health Workers to facilitate highly-skilled referrals, and multiple Hubs report initiatives that bridge K-12 and health sectors, such as the emerging Kindergarten Readiness Metric in coordination with regional CCOs.

Nurturing family leadership and voice is central to Hub work. All Hubs have councils or advisory groups comprised of families and caregivers, with some families leading efforts to identify service gaps among historically underserved communities. In one Hub, families are supporting the creation of a policy handbook to uplift the needs of families in the community.

Tribal connections are growing among Hubs, with Hubs supplementing services for tribal preschools, transition activities, and literacy supports. The DELC Tribal Affairs Office has engaged with Hub Directors to foster connections with Tribal Nations. For Hubs with federally recognized Tribes in their regions, a Governance Council position must be made available for a member of each Tribe in the region, and Hubs must regularly offer each Tribe the opportunity to participate.

Increasing Focus on Outcomes

In 2025, Oregon's Early Learning Hubs will enter a new phase of accountability and systems learning through the implementation of a redesigned Quarterly Report and a complementary annual report. These reports – developed collaboratively by DELC's Community Systems Office and the Research, Analysis and Data Office – will be used for the first time during the current grant agreement period and mark a significant evolution in how Hubs must document and reflect on their work.

New Hub Reports - Purpose and Design

The new Quarterly Report is designed to collect systems-level data that will help DELC and Hubs better understand:

- Sector collaboration and cross-system partnerships
- Alignment with Raise Up Oregon system goals
- Engagement with priority populations

- The scope and impact of Hub-led initiatives
- How Hubs are braiding and leveraging multiple funding streams to enhance outcomes for children and families

Each Hub will be required to submit a separate report for every initiative or activity funded by at least one of four primary DELC-administered funding streams: Systems Coordination, KPI, Title IV-B2 Family Support, and Title IV-B2 Family Preservation.

As part of this process, Hubs will categorize their work under a comprehensive list of activity types that can be rolled up into the following six categories:

- Child and Family Wellbeing
- Community Engagement and Partnerships
- Strategic Systems and Governance
- Workforce and Professional Development
- Learning and Literacy
- Data and Evaluation

For each activity, Hubs will identify:

- Which of the three Raise Up Oregon system goals the activity/initiative supports
- Whether the activity/initiative supports one or more priority populations
- Which sectors are engaged in the activity/initiative
- The number of partners engaged in the activity/ initiative

In addition to quarterly submissions, each Hub is also required to complete an Annual Report. This report builds on the data submitted throughout the year and includes a set of reflection questions designed to support deeper analysis and strategic planning. DELC will use the aggregate quarterly data, along with the reflections submitted by Hub Directors, to assess annual impact and guide statewide planning and technical assistance. Hub Directors will use the annual reflection process to assess progress, identify challenges, and highlight promising practices.

Together, the Quarterly and Annual Reports represent a meaningful, data-informed approach to accountability – one that supports both local innovation and statewide system-building. This new reporting structure is a foundational step toward evaluating the system-level impact of Early Learning Hubs, enabling DELC to better understand how Hubs are coordinating across sectors, aligning with statewide goals, and leveraging funding to improve outcomes for children and families.

Improving Outcomes for At-Risk Populations / Compilation and Use of Data

Hubs are required to collect, analyze, and report data to inform planning, track outcomes, and support continuous improvement. Historically, Hubs have reported on System Coordination, Stable, Healthy and Attached Families, KPI and Title IV-B2 funded activities. Early Learning Hubs compile and submit data through quarterly reports and other required deliverables. These reports document activities, funding streams, sector engagement, and alignment with statewide goals. In addition to quarterly reports on the above funding streams, Hubs submit annual reports, such as the Hub In-Kind Contribution Report and Salary and Benefits summaries.

System Coordination

System Coordination comprises activities geared towards developing and facilitating a regional collaborative early learning system. This includes (but is not limited to) the staffing and other resources needed to facilitate a dynamic regional network of collaborative partnerships, participate in DELC activities and requirements, seek funding opportunities, effectively develop and utilize data systems, engage in professional development, and other activities that support a thriving and dynamic regional hub.

System Coordination dollars have empowered Oregon's 16 Early Learning Hubs to lead a dynamic portfolio of activities that strengthen regional partnerships, build workforce capacity, and create new opportunities for children and families. These funds have supported a wide range of initiatives, reflecting the flexibility and responsiveness of this funding stream to meet both local and statewide priorities.

Each quarter, Hubs were required to report on expenditures and provide updates on their objectives, funded activities, and efforts to create opportunities for serving more children. The examples that follow are drawn from quarterly reports submitted by Hubs over the past biennium, highlighting the breadth and impact of this work across the state.

Infrastructure and Staffing for Regional System Coordination

Hubs have used System Coordination funds to support staffing and fringe benefits for personnel who lead and implement regional strategies. They have also invested in tools and infrastructure to improve access and service delivery, such as launching new early learning websites, developing online screening tools to help families identify services based on income and geography, and equipping staff with materials to engage families more effectively.

Family Engagement and Parent Leadership

To strengthen family engagement and elevate parent voice, Hubs have coordinated Parent Leadership Council meetings, provided stipends for parent participation in planning committees and Pyramid Model leadership teams, and awarded scholarships for parent leaders to attend national conferences.

Advancing Early Identification and Inclusion

Multiple Hubs have prioritized efforts to help ensure that children with developmental delays, disabilities, or other risk factors receive timely support and are meaningfully included in learning environments alongside their peers. Activities have included professional development for early learning professionals, cross-sector collaboration to improve screening and referral pathways, and community education to promote inclusive practices.

Cross-Sector Collaboration and Innovation

System Coordination investments have enabled Hubs to build strong partnerships across sectors, leveraging shared resources and expertise to expand access and improve service delivery for families. For example, in partnership with home visiting programs, Head Start/Oregon Prenatal to Kindergarten and Preschool Promise providers, mental health professionals, and public libraries, one Hub distributed over 1,000 Infant/Toddler STEAM Curiosity Kits. These kits, which included 18 developmentally appropriate items, were paired with more than 190 hours of professional development for nearly 100 educators – equipping them to support families in using the materials at home.

Workforce Development and Apprenticeship

System Coordination funds have also supported workforce development initiatives. Three Hubs are implementing apprenticeship programs, providing Early Childhood Education Registered Apprenticeships in partnership with local community colleges, Oregon Bureau of Labor and Industries and Education Service Districts. One Hub developed a new early educator apprenticeship model in collaboration with their local Child Care Resource & Referral (CCR&R) program. This initiative includes a “Build a Business” cohort designed to help early educators establish sustainable child care programs and strengthen the regional workforce pipeline.

These diverse efforts demonstrate how System Coordination funding serves as a foundational resource for building equitable, community-driven early learning systems across the state.

Stable, Healthy & Attached Families

This funding stream supported Early Learning Hubs in delivering services that promote family stability, strengthen caregiver capacity, and improve access to health and social supports for young children and their families. Eligible activities under the Healthy, Stable, and Attached Families funding stream focused on strengthening the conditions that support child and family well-being. These activities included expanding access to evidence-based and culturally specific early learning programs that build caregiver confidence and family resilience.

Hubs were encouraged to foster collaboration between early learning and systems such as health, mental health, child welfare, and self-sufficiency to ensure coordinated support for families. Funding also supported capacity building efforts, including developmental screening, infant-toddler mental health consultation, and targeted professional development for early childhood professionals. Additional activities addressed social determinants of health that influence child outcomes, such as housing stability, food security, and access to transportation. Programs aimed at increasing protective factors and reducing the risk of child abuse or neglect were also eligible, as were initiatives that ensured children and families from priority populations had access to medical, dental, mental health, and other essential health care services.

Hubs were required to submit quarterly reports detailing their implementation of Healthy, Stable, and Attached Families services. Hubs were asked to describe the goals or strategies they were focused on from their workplan and the key activities being implemented that quarter. Hubs were expected to identify the programs and partners engaged, including subcontractors and community-based organizations, and to specify the priority populations being served. This included completing a demographic table with the number of children served and the racial/ethnic background of those children, as reported by families. Hubs were also asked to align their activities with relevant Raise Up Oregon objectives, and to describe the outcomes they were measuring to assess impact. This could include child-level outcomes, family stability indicators, or system-level improvements.

Examples of Funded Services:

- Parenting education in English and Spanish
- Family resource coordination and basic needs support
- Mental health supports, including partnerships and resource matching
- Referrals to social service programs
- Home visiting and parent support groups
- Collaboration with foster care and other family stability partners

While this data was reviewed on a quarterly basis, the reporting process did not include a centralized tool for analyzing the information over time or comparing trends across Hubs. As a result, much of the data remained siloed and difficult to aggregate for statewide learning. In the 2025–2027 biennium, this funding stream will be consolidated into the broader System Coordination allocation, and a new quarterly reporting structure will be implemented. This updated system will allow for more consistent data collection, cross-Hub analysis, and strategic use of information to inform policy and investment decisions.

Kindergarten Partnership and Innovation (KPI) Early Literacy Initiatives

Established in 2014 through state legislation and administered by DELC, Kindergarten Readiness Partnership and Innovation (KPI) Early Literacy Initiatives support Oregon's 16 regional Early Learning Hubs in implementing community-led, equity-focused strategies that improve school readiness and address achievement gaps for children and families facing systemic barriers.

In the 2023–2025 biennium, Early Learning Hubs deepened their focus on early literacy for children ages zero to three, particularly those from historically underserved communities. Through KPI funding, Hubs implemented innovative, community-rooted strategies that support school readiness, increase family engagement in children's learning, provide professional development to early learning and elementary educators and increase equitable access to early learning opportunities.

To better understand the impact of these investments, DELC partnered with Portland State University to conduct a series of case studies, summarizing how Hubs were supporting early literacy development for children from birth to age three in their region. These studies examined how three Early Learning Hubs are using KPI funding to implement sustained, relationship-based early literacy programming for families with young children.

The case studies were guided by three central research questions:

1. What are the early literacy benefits for families?
2. What are the elements of success that support these benefits?
3. What challenges have been encountered, and what lessons have been learned?

The following summaries highlight key findings from each case study. They illustrate the types of programming Hubs are leading, the benefits reported by families and facilitators, and the elements of success that may be scalable across regions. These examples also demonstrate how Hubs are addressing the needs of priority populations through culturally responsive, community-driven approaches.

Case Study Highlights from KPI Early Literacy Initiatives

Southern Oregon Early Learning Hub – Play and Learn Groups

Southern Oregon's Play and Learn Groups offered free, weekly sessions that used a play-based, relationship-centered approach to promote early childhood development and caregiver engagement. Facilitators modeled interactive story time, songs, and sign language, while families received take-home books and crafts to build home libraries. Caregivers reported that the groups not only supported their children's literacy and social-emotional development but also helped them feel more confident and connected to other families. The flexible, community-based structure allowed facilitators to tailor activities to the needs of diverse families, and the program's success was rooted in strong relationships, trusted facilitators, and consistent support from the Early Learning Hub.

Marion and Polk Early Learning Hub – READY! for Kindergarten (RFK)

The RFK program provided structured, three-part sessions for families with children ages zero to five, focusing on early literacy, math, and social-emotional development. Sessions included hands-on tools like alphabet puzzles, letter blocks, and labeling cards, as well as take-home materials such as nursery rhyme guides and activity sheets. Caregivers appreciated the practical strategies and onsite childcare, which allowed them to fully engage in learning. The program contributed to increased caregiver confidence and increased opportunities for children to engage with peers and practice routines that mirrored kindergarten settings.

Early Learning Washington County – Bookshare

Bookshare, led by the Cedar Mill Library, delivered curated book boxes, literacy kits, and professional development resources directly to home- and center-based childcare providers. The program included monthly rotating books in multiple languages, librarian-led story times, and materials aligned with providers' curricula and cultural contexts. Providers reported that children looked forward to new books and activities each month, and that families often borrowed books to continue reading at home. Bookshare also strengthened connections between libraries, childcare providers, and families, helping to create language-rich environments and expand access to early literacy resources in underserved communities.

These programs demonstrate how Hubs are using data-informed strategies to improve early literacy outcomes and support families in culturally responsive ways.

KPI Program Survey Report

In addition to the case studies, Portland State University also administered program surveys to KPI-funded organizations, asking them to describe key characteristics of the Professional Development (PD) and Family Engagement (FE) strategies being offered through Early Learning Hubs. The FY 2024-2025 KPI Program Survey Report provides a statewide snapshot of how Hubs used KPI funds to support PD, FE, and other innovative activities, with a notable increase in reported activities due to expanded Birth to Five Early Literacy investments.

Survey data show that Hubs delivered a wide range of PD and FE programming, reaching thousands of children, families, and professionals – particularly those from historically underserved populations. Across the Hubs, 1,598 people attended a KPI funded PD event. Most PD events focused on curriculum alignment and cross-sector collaboration. Family Engagement activities included both series and single events, with 79% of programs serving priority populations such as Latino/Hispanic families, families living in poverty, dual language learners, and children ages zero to three. Nearly half of FE events were presented or translated in languages other than English, supporting access for diverse communities. Additional KPI-funded activities targeted social-emotional development, literacy, and support for families experiencing homelessness, disabilities, or living in rural areas. Hubs reported that 12,459 individuals, including 7,261 children and 5,198 adults, attended KPI FE events between July 2024 and June 2025. Over three-quarters of the FE series programs were kindergarten transition programs/camps and 92% were geared towards four-and-five-year-olds. About one third of programs were geared towards infants and toddlers ages zero to three.

This year was unique in that Hubs were offered additional one-time funds to invest in Birth to Five Early Literacy strategies. With the infusion of early literacy dollars for 2024–2025, all Hubs reported deepening their connections across sectors to expand early literacy supports. These investments strengthened partnerships in early learning and care (providing books and training for child care providers and Head Start classrooms), Health (distributing literacy kits for home visitors and clinics), Human Services (supplying books to children whose families receive WIC and installing Little Libraries at Department of Human Services locations), Workforce (offering science of reading trainings and supports for public libraries), and K-12 (providing books to families participating in kindergarten transition activities). Literacy dollars were also directed to culturally specific organizations and Indigenous communities to purchase books and materials tailored to their needs.

Six Hubs reported on additional activities, such as social-emotional initiatives, curriculum purchases, parent/child homework incentives, and community events with book

giveaways and early learning resources. These activities often targeted priority populations, including unhoused families, children with disabilities, rural communities, and communities of color.

Note: A separate 2025 Birth to Five Literacy legislative report will be submitted to the legislature, providing additional detail on the reach and impact of these early literacy investments.

Title IV-B2 Family Support and Preservation Services

Early Learning Hubs used federal Title IV-B2 Family Support and Family Preservation funds in the 2023-2025 biennium to deliver a wide range of community-based services tailored to regional needs. These services were designed to strengthen families, promote child well-being, and prevent adversity through culturally relevant, family-centered approaches.

For Title IV-B2 Family Support and Family Preservation funds, Hubs reported the number of children served and demonstrated alignment with federal definitions of “at-risk” children. These definitions include factors such as poverty, unsafe housing, domestic violence, caregiver mental illness or substance use, and systemic inequities.

Examples of Title IV-B2-Funded Hub Activities:

- Delivering culturally responsive child development services, including preschool recruitment and early literacy programming.
- Employing parent educators and family resource coordinators to provide coaching, health care access, and social-emotional supports.
- Addressing basic needs such as food, housing, transportation, and financial services.
- Expanding home visiting services that model developmentally appropriate parenting practices.
- Hosting family engagement events like parent cafés and online education sessions.
- Distributing Welcome Baby bags to support early health, safety, and financial stability.
- Recruiting and training respite providers and resource parents.
- Offering nutritional support, wellness programs, and mental health counseling.
- Providing caregiver training and safety education to promote secure home environments.

These services were aligned with the four federal goal areas of Title IV-B2: early childhood development/early learning, child abuse and neglect prevention, adolescent risk reduction, and child poverty alleviation.

Reach and Impact

According to quarterly reports submitted to DELC, during Fiscal Years 2023 and 2024, Hubs served thousands of children and families using Title IV-B2 funds. For example:

- Early Learning Washington County served over 13,800 children through family support services and more than 6,400 through family preservation programming.
- Marion & Polk Early Learning Hub reached over 17,400 children through family support services.
- South-Central Oregon Early Learning Hub served over 5100 children through family support services and over 1800 through family preservation efforts.

These investments demonstrate how Hubs are leveraging federal funding to meet the diverse needs of families and to support equity in service delivery across Oregon.

Strengthening Data Practices Through System Learning and Alignment

Following the 12-month collaborative process with the BUILD Initiative, DELC received a comprehensive report outlining recommendations to strengthen Oregon's Early Learning Hub system. The BUILD report emphasized the importance of consistent data practices and system-wide learning and highlighted the need for common metrics across Hubs. These observations will inform DELC's ongoing efforts to improve how Hubs collect, analyze, and use data to inform planning, track outcomes, and support continuous improvement.

Looking ahead, DELC will continue to refine its data processes in concert with the agency's Research, Analysis and Design Office. New reporting tools will make it easier for DELC to analyze data across all Hubs and track trends over time, enabling more informed decision-making and continuous system improvement. This work will align with DELC's broader research and policy agenda, especially DELC's priority of understanding and improving how Oregon's early learning and care system meets family and community needs.

Funding Mechanisms and Metrics

Each Early Learning Hub grant agreement includes allocations from both State and Federal Funds. These allocations are structured to support a range of coordinated services and initiatives aligned with statewide early childhood priorities. The following funding streams were included in the 2023-2025 grant cycle:

- System (Hub) Coordination
- Title IV-B2 Family Preservation
- Title IV-B2 Family Support
- Stable, Healthy & Attached Families
- KPI

Key components of DELC’s Early Learning Hub funding framework include:

- **Quarterly Reporting:** Hubs are required to submit quarterly reports detailing key activities, service reach, expenditures, and alignment with strategic goals. These reports provide DELC with critical data to assess progress and inform continuous improvement efforts.
- **Strategic Plan Alignment:** Funding allocations must support activities that are aligned with Raise Up Oregon (2024–2028) and other relevant state plans. Hubs are expected to demonstrate how their investments contribute to shared system goals.
- **Local Match Requirements:** Hubs must provide a local match for a portion of their system coordination funds, as outlined in their grant agreements. This requirement encourages regional investment and sustainability.
- **Administrative Overhead Limits:** To ensure that the majority of funds are directed toward services and outcomes, DELC sets a cap on allowable administrative overhead costs. Hubs must adhere to these limits and maintain transparency in their budgeting practices.
- **Performance Review System in Development:** DELC is in the early stages of developing a formal system for reviewing Hub performance using defined metrics. This system will guide future funding decisions and help determine whether a Hub region may need to enter a competitive Request for Applications (RFA) process – particularly in cases where a Hub is not meeting performance standards and fails to remedy identified concerns.

In 2025, DELC introduced a modified grant cycle structure to support more responsive and adaptive implementation of Hub activities during a period of significant system refinement. Rather than a single biennium-long grant period, DELC will administer two shorter grant cycles:

- Cycle 1: October 1, 2025 – September 30, 2026
- Cycle 2: October 1, 2026 – June 30, 2027

This structure allows for more agile adjustments to grant activities and deliverables in response to any further refinement of administrative rules and guidance. The second cycle is designed to align Early learning Hub grants with the state's biennial calendar, supporting smoother integration with broader planning and budgeting processes. DELC may revisit this structure in future years based on system needs.

Conclusion

Oregon's Early Learning Hubs continue to play a vital role in building a coordinated, equitable, and family-centered early childhood system. As outlined in ORS 417.827, the Early Learning Council is charged with implementing and coordinating a statewide system – through the direction of Early learning Hubs – that ensures early learning services are delivered efficiently, are accountable for outcomes, and are focused on improving results for children and families.

DELC made significant progress during this biennium in reinforcing the infrastructure necessary for strong cross-sector collaboration. Through updated administrative rules, revised grant deliverables, new reporting tools, and collaborative planning efforts such as with the BUILD Initiative, Hubs have clarified their governance structures, strengthened expectations for sector representation, and will be adopting more robust data practices. These developments lay the groundwork for deeper, more sustained cross-sector partnerships, an essential condition for achieving the outcomes envisioned in statute.

Early Learning Hubs are uniquely positioned to direct the investment of public resources into their communities in ways that are responsive to local needs and aligned with statewide goals. This community-rooted approach enables Hubs to identify and implement coordinated strategies that improve school readiness, strengthen families, and reduce disparities.

As Oregon continues to refine its early learning infrastructure, DELC remains committed to ensuring that all children – regardless of geography, race, or income – have access to high-quality, culturally responsive early learning opportunities. The work of Early Learning Hubs, grounded in statute and strengthened through continuous improvement, is central to achieving this vision.

Links

- [Early Learning Hub Statute](#)
- [Early Learning Hub Rules](#)
- [Roles All Early Learning Hubs Share](#)

- [Birth Through Five Early Literacy Case Studies](#)
- [Title IV-B2 2024 Report](#)
- [Eight Years of Kindergarten Readiness Partnership and Innovation: Key Findings and Future Directions](#)