



## Child Care and Education Committee – Administrative Rule Summary

Title/OAR #: Rules for Quality Rating and Improvement System (Spark)		Date: June 8, 2017	
Staff/Office: Dawn Woods, Child Care Director			
<input type="checkbox"/> Temporary Rule	<input checked="" type="checkbox"/> New Rule	<input type="checkbox"/> Amend Existing Rule	<input type="checkbox"/> Repeal Rule
Hearing Date: _____		<input type="checkbox"/> Hearings Officer Report Attached	
Prompted by: <input type="checkbox"/> State law changes	<input type="checkbox"/> Federal law changes	<input checked="" type="checkbox"/> Other	
Action Requested:			
<input type="checkbox"/> Adoption of Temporary Rule			
<input checked="" type="checkbox"/> Adoption of Final Rule			

**PROGRAM SUMMARY:** A quality rating and improvement system (QRIS) is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. Similar to rating systems for restaurants and hotels, QRIS award quality ratings to early and school-age care and education programs that meet a set of defined program standards. By participating in their State's QRIS, early and school-age care and education providers embark on a path of continuous quality improvement.

### BACKGROUND:

Currently the Early Learning Division (ELD) does not have a set of rules covering Spark. The rules need to cover the governance of Spark rather than the standards. An ad hoc workgroup was formed to provide guidance to ELD staff in revising the standards. The Child Care and Education Committee, as with all other rule sets, will be advising the ELC on rules addressing governance of Spark.

### ELIGIBLE POPULATION:

Child care facilities registered or certified by the Early Learning Division in accordance with ORS 329A.250 to 329A.450, license-exempt providers, sovereign tribal programs, and other early and school-age care and education programs.

### STAKEHOLDERS IMPACTED:

Providers listed above as well as entities contracted to carry out certain activities.

### STAKEHOLDERS CONSULTED:

Community engagement to over 160 early learning professionals in five different languages and in three different formats. The community engagement sessions looked at all components of a quality rating and improvement system. Additionally, the Early Learning Council established a Spark Ad Hoc Committee to guide the policy development and implementation of the revised Spark system. New Spark standards will be completed in late fall.

#### **LIST OF OTHER INTERESTED PARTIES:**

Child Care Resource and Referral agencies  
Department of Human Services  
Oregon Center for Career Development  
Early learning professionals including trainer and coaches

#### **NEED FOR RULE:**

Currently the Division does not have a set of rules covering Spark. The rules need to cover the governance of Spark rather than the standards. The Child Care and Education Committee will begin work on administrative rules governing the quality rating and improvement system created under ORS 329A.261.

Rules for Spark may cover:

- Entity responsible for final determination of Spark standards
- Entity responsible for final determination of Spark rating for a program
- Process for appealing a Spark rating
- Process for revoking a Spark rating
- Process for appealing a revocation of a Spark rating
- Role of health and safety standards in Spark
- Process for programs governed by tribal governments to participate in Spark.

#### **POLICY MATTERS OR QUESTIONS TO BE ADDRESSED:**

The Ad Hoc Committee will be responsible for providing oversight and feedback to staff during the revision process to assure that the revisions achieve their goals and meet the principles adopted by the Early Learning Council.

#### **FISCAL IMPACT**

The fiscal impact is unknown at this time. Analysis of fiscal impact of any proposed rules will be assessed through the rule promulgation process, which includes an analysis of financial impacts of the rules to stakeholders, to small business (defined as a business that is independently owned and operated with 50 or fewer employees) or to local government.

## **Equity Analysis:**

- **Who are the racial/ethnic and underserved groups affected?**
- **Do the proposed rules ignore or worsen existing disparities or produce other unintended consequences?**
- **What is the impact of the rules on eliminating the opportunity gap?**
- **What are the barriers to more equitable outcomes? (e.g., mandated, political, emotional, financial, programmatic or managerial)**
- **How have you intentionally involved stakeholders who are also members of the communities affected?**
- **How will you modify or enhance strategies and rules to ensure each learner and communities' individual and cultural needs are met?**