Service Delivery Area 1
Regional Advisory Council
Meeting Summary November 25, 2019

1. **Council Members in Attendance (in person or via phone)**
   Martha Rae, Sara Miller, Beth Lovelady (representative for Heather Miller), Emily Syslo, Paige Gramenz, Kathy Bradley, Ramal Winfield, Clarissa Regula, Jeannine Hornback, Jackie Allison, Lisa Timmerman

2. **Introductions**
   a. Introduced SPARK Learning Lab and the role of SPARK partners
   b. Transform Consulting Group (TCG) is a SPARK partner responsible for:
      i. Stakeholder engagement and communication
      ii. Data management and reporting
      iii. Policies and procedures
      iv. Facilitating the Regional Advisory Councils (RACs)
         1. TCG will be the main point of contact for the RACs
   c. Members introduced themselves by sharing their professional role, stakeholder type (program, community partner, etc.), and reason for joining the RAC

3. **Purpose of the Regional Advisory Council**
   a. The purpose of the RACs is to strategically advise and collaborate on the technical assistance support and approaches delivered by SPARK Learning Lab
   b. Councils will provide feedback and recommendations on implementation activities
   c. Each of the five service delivery areas (SDAs) have their own RAC

4. **SPARK Project Updates**:
   a. Reflections on the state update meetings and listening tour suggestions
      i. SPARK is planning to hold listening tours with other early childhood system partners during the first quarter of 2020. SPARK asked for feedback from RAC members regarding the state update meetings held by the Office of Early Childhood and Out-of-School Learning (OECOSL) between July-October about contract and system changes. This feedback was requested in order to inform the planning for the upcoming partner listening tours.
      ii. Feedback regarding the state update meetings:
         1. Many RAC members did not know the meetings were happening, especially the second round.
         2. It would have been helpful to have more meetings and accessible meeting locations so that providers did not have to travel as far.
         3. Some providers were frustrated after the first round of meetings because there were so many unknowns and things were not yet in place.
         4. The SPARK overview at the second meeting was informative. It was helpful for programs to hear about the new structure and roles.
      iii. Other suggestions for the upcoming listening tours:
         1. It would be helpful to include a clear description of the system partners' roles and who to go to for what needs. This would be helpful to include during the listening tours, but also as a visual flow chart.

2. It would be helpful to have bilingual staff in attendance in areas where there is a large Spanish-speaking provider population.
3. Promote the listening tours in as many ways as possible:
    a. Snail mail
    b. Email
    c. Social media
    d. Calls
    e. Texts
    f. Have partners promote the meetings
    g. Have "Save the date" postcards that licensing consultants and others can pass out to programs in advance
  iv. SPARK will share the listening tour dates and locations with RAC members once they are determined.

b. Mandatory Trainings
  i. Safe Sleep and PTQ Orientation trainings are available on Indiana Learning Paths *and* in-person. Find information about mandatory trainings at: http://indianaspark.com/mandatory-training-calendar/
  ii. SPARK requested feedback from RAC members on accessing mandatory trainings and welcomed questions. Feedback received included:
    1. Programs really like the online option for safe sleep, but some providers are still confused and didn't know the online training was an option
    2. Some found it confusing that the Foundations training isn't under the mandatory tab
    3. Some expressed concerns with accessing CPR training. It used to be offered by the local CCR&R. The alternate training locations/options in their area are expensive.

c. SPARK Program Self-assessment update
  i. The SPARK Program Self-assessment tool will be used to help determine the tier of technical assistance support programs will receive. The tool is to be completed by the leader(s) (Director, Owner, Business Leader, etc.) of the program.
  ii. The assessment includes quality items to assess the program as a whole, not just a classroom or individual staff member
    1. The quality items are aligned to Indiana's Core Knowledge and Competencies, Paths to QUALITY™ standards, and national accreditation standards
    2. RAC members reviewed example quality indicators and the corresponding rating scale
  iii. When beginning the assessment, users will be asked a number of demographic questions (Program type, Paths to QUALITY™ participation/level, etc.) to help tailor the assessment
  iv. A tailored assessment will be available for the following program types: Center, Home, Ministry, and School

v. General feedback and suggestions:
   1. Coaches often walk through assessments with programs. Completing an assessment independently will be a new experience for a lot of programs.
   2. It's very helpful that there are examples under each of the ratings so programs can differentiate which level they are at. They will need this type of guidance.
   3. There was a concern that programs won't be honest in rating themselves for fear of retribution. There will need to be clear communication about where this data goes when collected and how it will be used.
vi. Questions:
   1. Will the assessments be offered in different languages, such as Spanish?
vii. Next steps/timeline:
   1. The Center and Home program assessments are drafted. SPARK will hold focus groups to obtain feedback on these tools in December. The tools will be revised based off of the feedback received and will be piloted in January 2020.
   2. The Ministry and School tools are in development. They are expected to be drafted and go to focus groups by the end of January 2020. The tools will then be revised and move to the pilot phase in February 2020.
   3. These tools will be rolled-out in five phases across the state over five months between March and July of 2020.

d. Feedback on communication and outreach
   i. Provided an overview of the SPARK website: http://indianaspark.com
      1. Website suggestions/questions:
         a. Include SPARK team members' bios on the website as new staff are hired.
         b. Create a flow-chart or visual on the website to illustrate the roles of the system partners and how programs can get various supports (CDA, PTQ, etc.). Link to partner websites.
   ii. SPARK has active Facebook, Twitter and Instagram accounts
      1. SPARK is using social media to share updates and promote resources
      2. RAC members are encouraged to follow these accounts and promote content; Links to each account can be found on the SPARK website
      3. Social media suggestions/questions:
         a. Promote training dates on social media
         b. Tweet updates from other partners
         c. Will social media content be available in Spanish?
   iii. Programs and partners are invited to sign up for SPARK's newsletter at http://indianaspark.com
      1. Question: Will the newsletters be archived on the website?
   iv. SPARK is looking to participate in and attend relevant community events and conferences across the state to connect with programs and partners. RAC members are encouraged to share information about local events with the SPARK team when applicable.

    v. SPARK requested general feedback from RAC members regarding how best to communicate and reach programs in their region. General communication suggestions/questions:
1. Use multiple communication channels (text, social media, website, calls, email, snail mail, etc.)
2. Connect with coalitions and other local/state entities (United Ways, Head Start, INAEYC, IDOE) to promote SPARK content

    vi. RAC communication suggestions/questions:
1. Some shared concerns with having the RAC meetings open to the public. Some individuals may not feel comfortable sharing their thoughts for fear of retribution or regulation. SPARK needs to make the purpose of these meetings clear and establish a safe space.
2. What is the public's role at the RAC meetings? Can they submit questions in advance?
3. Can the RAC presentation slides be posted to the website?

e. SPARK Staff Update
    i. SPARK plans to be fully staff by January 13, 2020
    ii. The SPARK website will be updated with new SPARK team members as they are hired
    iii. The following positions are expected to be filled before the end of the calendar year:
1. Coaching Managers
2. Infant/Toddler Specialist
3. Inclusion Specialist
4. School Age Specialist
5. Education (Preschool/Pre-K) Specialist
6. Operations & Compliance Specialist
7. Business Specialist
8. Communication Manager

5. Chairperson/Vice Chairperson Selection
a. The RAC Chairperson will fulfill the following responsibilities:
    i. Work with TCG to establish RAC meeting agendas
    ii. Preside over Council meetings
    iii. Provide leadership and guidance for the Council
b. The RAC Vice Chairperson will fulfill the following responsibilities:
    i. Preside over Council Meetings in the chairperson's absence
    ii. Provide leadership and guidance for the Council
c. Members were invited to self-nominate themselves for either position and provide a brief rationale for their interest. The RAC determined a Chairperson and Vice Chairperson through a majority vote.
    i. Martha Rae will serve as Chairperson for SDA 1
    ii. Clarissa Regula will serve as Vice Chairperson for SDA 1

6. **Future Meeting Schedule**
   a. The Council will meet quarterly, with the following expected schedule: February, April, September, November
   b. Meeting times: The SDA 1 RAC members decided to rotate meeting times between evenings and mornings to ensure all members have the opportunity to participate and attend
   c. Location: The RAC members decided to also rotate meeting locations to make meetings accessible to members and programs

7. **Next Steps/Recommendations**
   a. TCG will take all questions and suggestions received from the RAC members back to the SPARK team and will share updates next quarter.
   b. Recommendations for SPARK
      1. Have bilingual staff attend the listening tours in areas where there is a large Spanish-speaking provider population.
      2. For the program self-assessment, make sure instructions are clear and that they include communication regarding how this data will be used.
      3. Consider offering the program self-assessment in Spanish and other languages.
      4. Include SPARK team members' bios on the website as new staff are hired.
      5. Promote training dates on social media.
      6. Share updates/content from other partners on social media.
      7. Explore archiving the SPARK newsletters on the website.
      8. Use multiple communication channels to communicate with programs and partners (text, social media, website, calls, email, snail mail, etc.).
      9. Connect with coalitions and other local/state entities (United Ways, Head Start, INAEYC, IDOE) to promote SPARK content.
      10. Explore posting the RAC presentation slides on the SPARK website.
      11. Establish more structure around the public's role at the RAC meetings.
   c. Recommendations for other partners
      1. Create a visual flow chart that illustrates the roles of all the system partners and how programs can access various supports. Include in the listening tours and on partner websites.
      2. Explore CPR training options.

Next Meeting: Tentatively scheduled for Tuesday February 18th 6:30-8:30pm