1. **Council Members in Attendance (in person or via phone)**
   Jennifer Myers, Missy Modesitt, Carol Johnson, Christina McKeehan, Jacqueline Negri, Ashley Lenoir, Lori Williams Patterson, Megan Smith, Laura Blessing, Jacqueline Bond, Kristi Burkhart

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. At the first meeting, there was a lot of information at once and it was somewhat overwhelming. The second meeting was helpful and very informative.
         2. Richmond and New Palestine area members expressed that access to the meeting locations was difficult.
         3. Some members did not know the meetings were taking place.
      iii. Other suggestions for the upcoming listening tours:
         1. Include updates on implementation.
         2. Provide another overview of SPARK and their role within the early childhood system.
         3. Provide handouts and tangible information. Providers need tangible information about what the new technical assistance supports will look like.

4. There is currently a lot of confusion about what each system partner (SPARK, CCR&Rs, INAEYC, etc.) does. 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.
5. 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. People had trouble finding the address to trainings and didn't know who to contact.

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/questions:

1. Would it be possible for the rating scores to correlate to an adjective or descriptor (emerging, entering, etc.)?
2. Some of the rating levels seem subjective. Programs will need guidance on how to accurately rate themselves.
3. Programs may find the assessment overwhelming. Will there be a live chat for them to request assistance?
4. SPARK will need to be very intentional in how they market and promote the assessments. The return on investment for the time programs put into this assessment will need to be clear and compelling.
5. Make sure focus groups include both rural and urban communities spread out across the SDA.
6. Explore connecting programs to community partners (higher education, community foundations, etc.) who can provide computers and internet access for programs to complete the assessment.

vi. 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. 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.
      b. Is there a live chat or method to talk to someone?
  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. Pin past presentations to the top of the social media platforms
  iii. Programs and partners are invited to sign up for SPARK's newsletter at http://indianaspark.com
  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, Purdue Extension) to promote SPARK content

  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. Jacqueline Negri will serve as Chairperson for SDA 4
    ii. Laura Blessing will serve as Vice Chairperson for SDA 4

6. **Future Meeting Schedule**
  a. The Council will meet quarterly, with the following expected schedule: February, April, September, November
  b. Meeting times: Tuesday evenings from 6:30-8:30pm
  c. Location: The RAC members decided to rotate locations across the SDA to provide programs and members an opportunity to participate

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. Provide updates on implementation during the listening tour.
      2. Provide another overview of SPARK and their role within the early childhood system during the listening tour.
      3. Provide handouts and tangible information during the listening tour.
      4. Consider adding an adjective or descriptor (emerging, entering, etc.) to the assessment rating scores.
      5. Provide some sort of live chat or support for programs completing the self-assessment.
      6. Be very intentional in marketing and promoting the assessment tools. The return on investment for the time programs put into this assessment will need to be clear and compelling.
      7. Make sure focus groups include both rural and urban communities spread out across the SDA.
      8. Explore connecting programs to community partners (higher education, community foundations, etc.) who can provide computers and internet access for programs to complete the assessments.
      9. Pin past presentations to the top of the social media platforms
      10. Make sure the listening tours are accessible and offered in a variety of locations so those who want to attend don't have to travel too far.
      11. Use multiple communication channels (text, social media, website, calls, email, snail mail, etc.) to communicate with programs/partners.
      12. Connect with coalitions and other local/state entities (United Ways, Head Start, INAEYC, IDOE, Purdue Extension, etc.) to promote SPARK content.
   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.

Next Meeting: Tentatively scheduled for Tuesday February 4th 6:30-8:30pm

SPARK Learning Lab!

SPARK CHANGE.

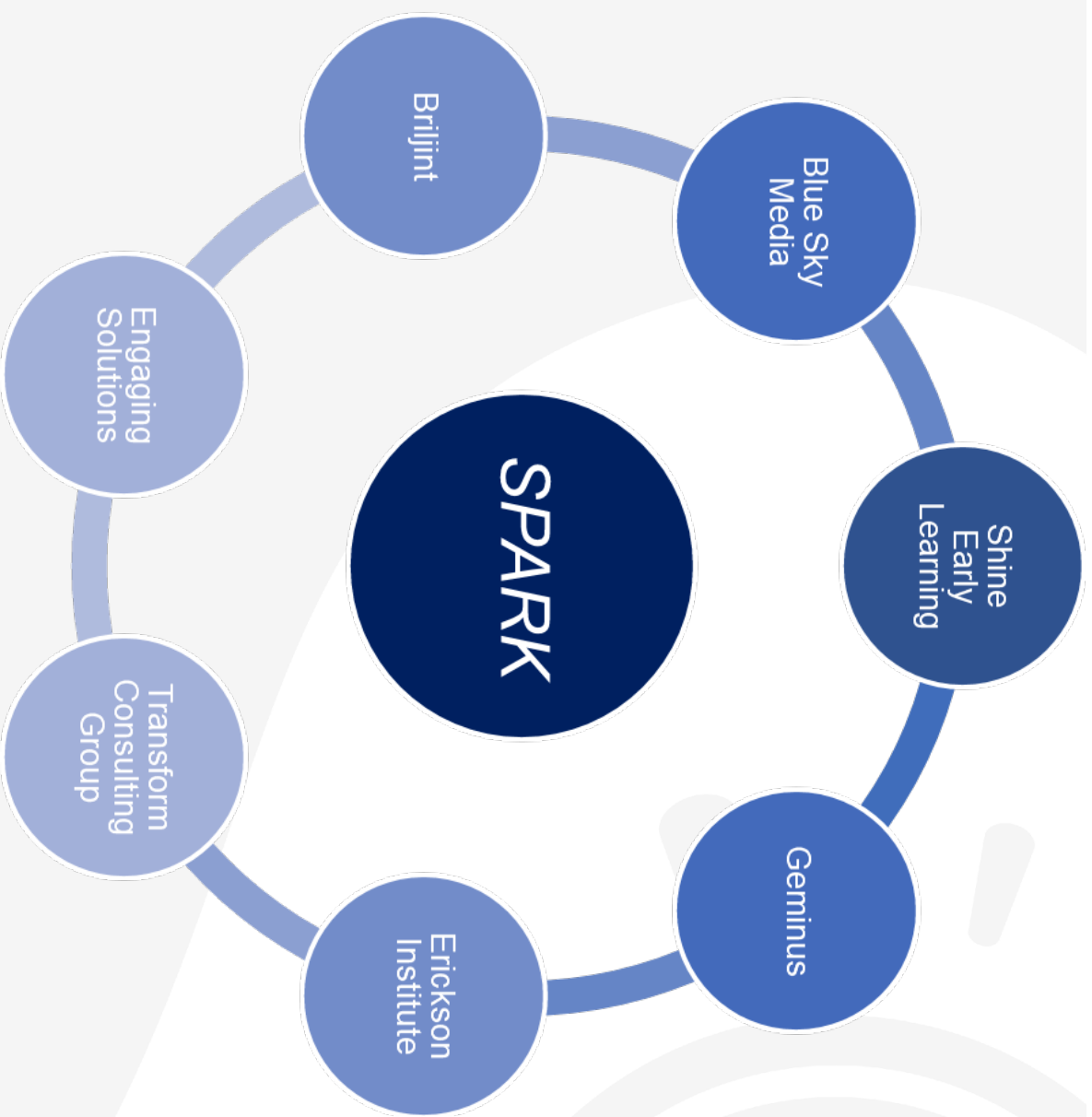SPARK IMPROVEMENT.

SPARK CONVERSATION.

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Assessment,
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Knowledge

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Briljnt

Blue Sky Media

Engaging Solutions

Shine Early Learning

Transform Consulting Group

Geminus

Erickson Institute

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Transform Consulting Group

- Stakeholder engagement and communication
- Data management and reporting
- Policies and procedures
- Facilitate the Regional Advisory Councils (RACs)-Main point of contact

Introductions

- Name
- Organization name and role
- Stakeholder type (early care and education program, higher education, community partner, system partner)
- Why were you interested in joining the RAC?

Purpose of the RACs

- To strategically advise and collaborate on the technical assistance support and approaches delivered by SPARK Learning Lab

- Councils will provide written feedback and recommendations on implementation activities

- Each of the five service delivery areas (SDAs) will have their own RAC

SPARK Project Updates

1. Reflections on state update meetings/listening tours
2. Feedback/questions on mandatory trainings
3. Self-assessment update
4. Feedback on communication and outreach
5. SPARK staff update

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Reflections on State Update Meetings/Listening Tours

- What was helpful about the meetings held in July-October?

- What questions do you and other providers in your area still have about SPARK and this transition?

Upcoming Listening Tours

- SPARK will be holding additional listening tours in first quarter of 2020

- Stay tuned for more information!

- We will look to the RACs to help get the word out!

- What is the best way to promote these meetings?

- What information would be helpful to share during the listening tours?

- How should the listening tours be structured?

Mandatory trainings will be available during the transition

- Safe Sleep and PTQ Orientation available on Indiana Learning Paths AND limited in-person

- All current Indiana Learning Paths content will remain available

- In-person trainings will be available in all regions

Feedback/Questions on Mandatory Trainings

- Find information about mandatory trainings:
  http://indianaspark.com/mandatory-training-calendar/

- What questions or concerns do you have about the mandatory trainings?

SPARK Program Assessment Tool

- Can be completed by the Director, Owner/Lead Caregiver, Pedagogical Leader (a Coach, Master Teacher, Etc.), and/or Business Leader

- Requests demographic information to tailor the program leader's experience

- Aligned to Indiana's Core Knowledge and Competencies (CKC), Paths to QUALITY™ (PTQ) standards, and national accreditation standards

Please indicate your progress towards fully implementing the following:

Item	0	1	2	3	4
Early Learning FOUNDATIONS	•Started •Not Yet Started	Leader receives approved training for Early Learning FOUNDATIONS	Teachers receive approved training for Early Learning FOUNDATIONS	Teachers use the Early Learning FOUNDATIONS to design curriculum and learning environments foundations.	Teachers use the Early Learning FOUNDATIONS to implement responsive curriculum and learning environments.

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Item	0	1	2	3	4
Routines & Transitions	•Started •Not Yet Started	Routines (e.g., meal times, handwashing) are included on the daily schedule.	Teachers teach and model the expectations for routines and transitions (e.g., we wash our hands, then sit at the table).	Teachers engage children during transitions (e.g., sing while waiting in line, pretend we are on a train to the playground) and teachers verbally prompt children about transitions before they occur.	Teachers use routines and transitions to embed learning opportunities for children (e.g., facilitate conversations during meals, have children count number of boys and girls going to the playground, etc.).
		Routine tasks, mealtimes and transitions are rough, abrupt, and/or transactional (e.g., lack structure and meaningful teacher-child interactions).			Teachers utilize visual cues/schedules, so transitions are anticipated by children.

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Program Assessment Next Steps

- The Center and Home program assessments are prepared for focus groups.

- The Ministry and School program assessments are in development.

- The program assessment will be rolled out throughout the state in phases beginning in March 2020.

Feedback on Communication and Outreach

- Communication channels:
  - Website
  - Social media
  - Newsletter

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Website

- Key Pages:
  - About SPARK
  - Timeline
  - FAQs
  - Training Calendar
  - RAC Information

MENU

Introducing SPARK Learning Lab

As your new statewide technical assistance provider for Indiana early childhood education programs, SPARK Learning Lab is dedicated to advancing the quality of Indiana early education and care.

About the SPARK Partnership

View the Training Calendar

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MENU

Timeline

October

COMPLETE

Mandatory Trainings Offered

View the Calendar

COMPLETE

RAC Membership Applications

November – December

IN PROGRESS

Hire/ Onboard

UPCOMING

First Regional Advisory Council Meetings

UPCOMING

Pilot Self-Assessment

indianaspark.com

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FAQs

General Questions

▸ What is SPARK Learning Lab?

▸ Where did the name SPARK come from?

▸ What kind of supports will SPARK provide?

▸ How do programs and providers get technical assistance and other supports from SPARK?

▸ When will I be able to get support from SPARK?

▸ Who is going to provide coaching and technical assistance while SPARK is ramping up?

▸ How will mandatory trainings be offered?

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NOVEMBER 2019   MANDATORY TRAINING CALENDAR

SPARK LEARNING LAB

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5 **Safe Sleep** Bloomington/Monroe Timing: 6-8 PM Exact Location: Monroe County Library, Auditorium	6 **Safe Sleep** Fort Wayne/Allen (2) Timing: 2-4 PM Exact Location: Fort Wayne Main Library, Room C	7	8	9 **Safe Sleep** Lafayette/Tippecanoe (2) Timing: 9-11 AM Exact Location: Matchbox Meeting Space
10	11 Veteran's Day	12 **Safe Sleep** Portage/Porter County 6:30-8:30 PM Portage Library Meeting room A **Universal Precautions** 6:30 - 7:30 PM Live Webinar via ILP	13 **New CD Inclusion Live Webinar & PTQ Intro Session** Timing: CD– Evening/ PTQ– Nap Time Live Webinar via ILP	14 **Safe Sleep** Muncie/Delaware (4) Timing: 1-3 PM Exact Location: Maring-Hunt Library, Muncie	15	16 **Safe Sleep** (5) Evansville 9:00-11:00 AM Vanderburgh Central Library - Browning Event Room B
17	18	19 **Safe Sleep** Jeffersonville/Clark (5) Timing: 5-7 PM Exact Location: Clarksville Branch Library, Room C	20 **Safe Sleep** Lafayette/Tippecanoe (2) Timing: 6-8 PM Location: Matchbox Meeting Space	21	22 **New CD Inclusion Live Webinar & PTQ Intro Session** Timing: CD– Evening/ PTQ- Nap Time Live Webinar via ILP	23
24	25	26 **Safe Sleep** South Bend/St. Joseph (1) Timing: 6-8 PM Exact Location: Jimtown Early Head Start, Elkhart	27	28	29 Thanksgiving	30

You can register for all available in-person and online training sessions on Indiana Learning Paths. You must have an I-LEAD account to access Indiana Learning Paths.

If you have an I-LEAD account, visit ilead.in.gov to log-in to your account and register for any training session through Indiana Learning Paths. If you do not have an I-LEAD account, visit ileadhelp.org/article-categories/getting-started for more information on how to create one. Need more help? Contact the I-LEAD help desk at ilead.help.org.

SPARK LEARNING LAB

Meeting Agendas and Minutes

Counties Included in SDA1

Next RAC Meeting

RAC Meeting for SDA1

November 25, 2019   10:00 am EST

Location:
United Way of St. Joseph County
3517 E Jefferson Blvd South Bend, IN
46615

All Regional Advisory Committee meetings are open to the public.

Attend meeting remotely:

Screenshare link:
https://zoom.us/j/224528310

Phone:
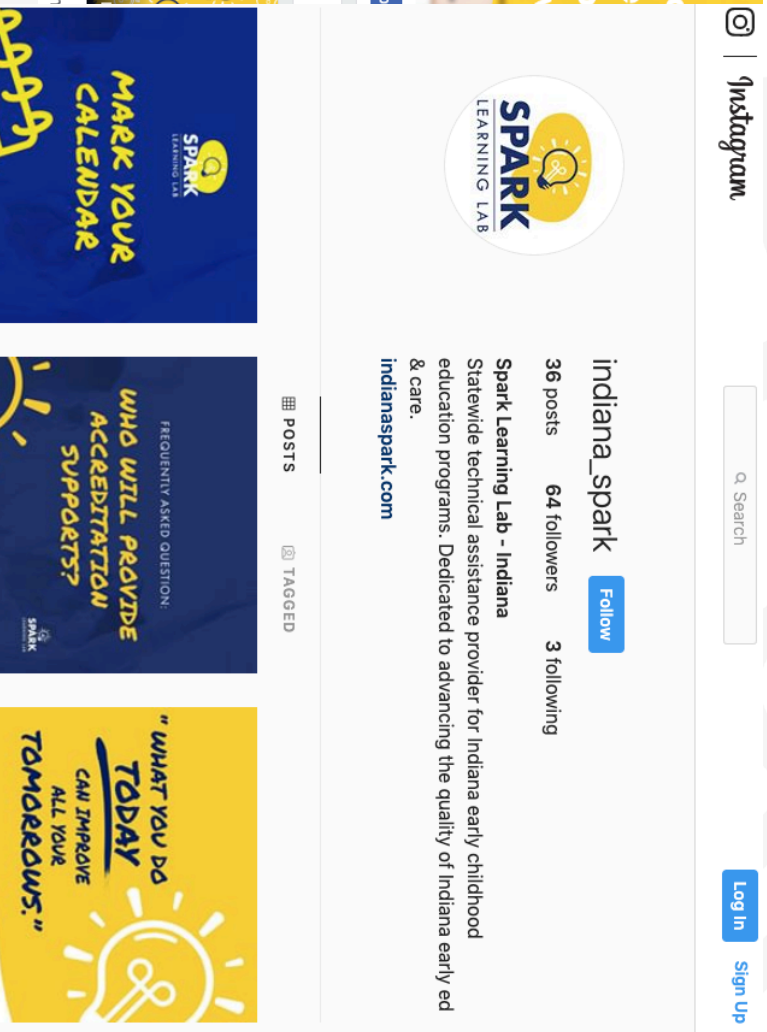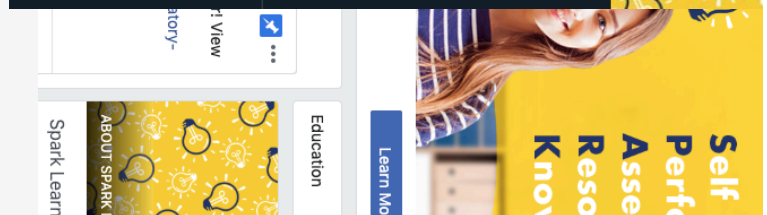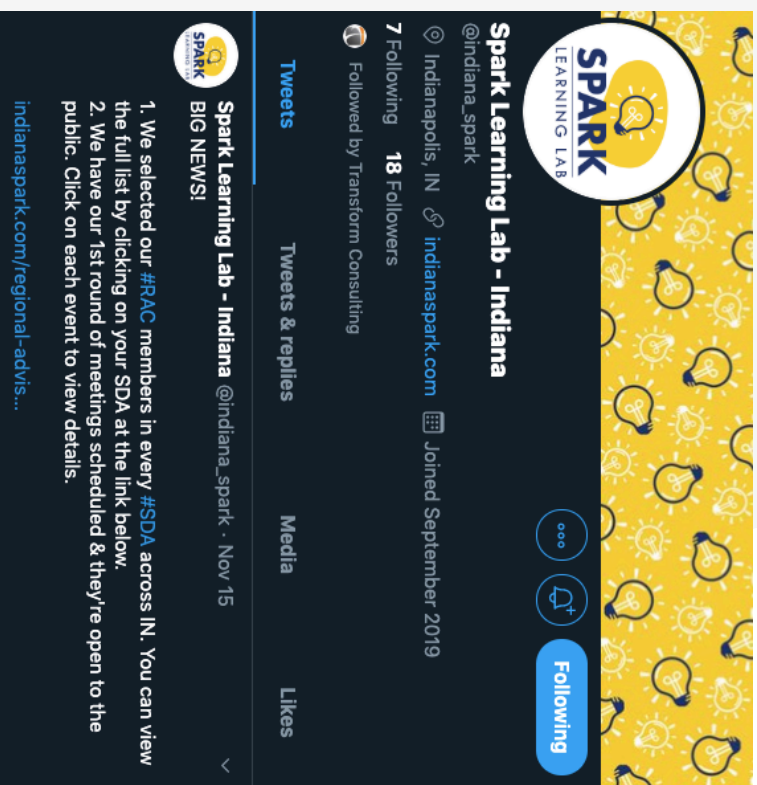+1 929 205 6099
Meeting ID: 224 528 310

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Website

What type of information would be helpful for SPARK to include on the website?

How can we promote the website to partners and programs?

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Social Media

- Follow us on Facebook, Twitter, and Instagram!

Social Media

What type of information would be helpful for SPARK to include on social media?

How can we promote these social media resources to partners and programs?

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Newsletter

- www.indianaspark.com

- What information would be helpful for SPARK to include in our newsletter?

Sign Up For Our Newsletter

First Name

Last Name

Your Email Address

Sign Up

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Community Events

What community events are coming up in your region that SPARK could / should have a presence?

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Feedback on Communication and Outreach

- What is the best way for SPARK to communicate with programs in your region?

- What questions or concerns do you have about accessing resources and staying connected to SPARK?

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SPARK Staff Update

- SPARK plans to be fully staffed by January 13, 2020

- The website will be updated with new SPARK team members as they are hired

SPARK Staff Update

- The following positions will be filled before the end of the year:
  - Coaching Managers
  - Infant/Toddler Specialist
  - Inclusion Specialist
  - School Age Specialist
  - Education (Preschool/Pre-K) Specialist
  - Operations & Compliance Specialist
  - Business Specialist
  - Communications Manager

Chairperson and Vice Chairperson Selection

- Chairperson Responsibilities:
  - Work with TCG to establish meeting agendas
  - Preside over Council meetings
  - Provide leadership and guidance for the Council

- Vice Chairperson Responsibilities:
  - Preside over Council meetings in the chairperson's absence
  - Provide leadership and guidance for the Council

Public Comment

We want to hear from you!

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Future Meeting Schedule

- The Council will meet quarterly
- Discuss potential times/dates

Stay Connected!

- Sign up for SPARK newsletter: http://indianaspark.com/

- Follow SPARK on social media!
  - Facebook
  - Twitter
  - Instagram

- Attend the upcoming Listening Tours
  - There will be at least one in every SDA

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Let's Spark a Conversation!

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