

**Service Delivery Area 4
Regional Advisory Council
Meeting Summary November 18, 2019**

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.

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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:

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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.

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- 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

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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