

**Service Delivery Area 5
Regional Advisory Council
Meeting Summary November 18, 2019**

1. Council Members in Attendance (in person or via phone)

Erin Cofer, Ann Feldhaus, Jamie Madigan, Debra Gaetano, Mary Cundiff, Shantay Blackman, Sue Ragains, Jessica Greulich, Tara McKay, Terry Green, Della Micco

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. The state representatives answered questions really well and attendees appreciated the face-to-face communication.
 2. The SPARK presentation at the second round of meetings was informative.
 3. Some of the details and information shared seemed to change from the first meeting to the second meeting, which was confusing for some.
 - iii. Other suggestions for the upcoming listening tours:
 1. Provide another overview of SPARK and their role within the early childhood system.
 2. Providers need tangible information about what the new technical assistance supports will look like.
 3. Promote the listening tours in as many ways as possible:
 - a. Snail mail
 - b. Email

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- 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. The online option is very convenient, but there needs to be more in-person options in the SDA so program staff don't have to travel as far
- 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. Could the assessment be provided in PDF form for program leadership to reference when preparing for the assessment? It might be helpful for them to complete it internally at the classroom level and then use those classroom assessments to inform the program assessment.
 - 2. As the quality indicators will be scored by self-report, the instructions and guidelines need to be very clear.
 - 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

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- 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. It might be helpful to list conferences and professional development opportunities on the calendar.
 - 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. Social media posts could highlight providers and programs
 - b. Use social media to share research and resources
 - 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.
 1. Mary will share information about the FCCH Association event in February
 - 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.)
- 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

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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. Erin Cofer will serve as Chairperson for SDA 5
 - ii. Mary Cundiff will serve as Vice Chairperson for SDA 5

6. Future Meeting Schedule

- a. The Council will meet quarterly, with the following expected schedule: February, April, September, November
- b. Meeting times: The RAC members decided to rotate meeting times (morning, afternoon, evening, etc.) to allow for everyone to participate
- c. Location: The RAC members decided to also 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. At the upcoming listening tours, provide another overview of SPARK and their role within the early childhood system. Providers need tangible information about what the new technical assistance supports will look like.
 2. There needs to be more in-person training options in the SDA so staff don't have to travel as far.
 3. Consider providing the assessment tools in PDF/paper form.
 4. As the quality indicators will be scored by self-report, the instructions and guidelines need to be very clear
 5. List conferences and professional development events on the SPARK website/calendar.
 6. Use social media to highlight programs and share resources.
 7. Use multiple communication channels (text, social media, website, calls, email, snail mail, etc.) to communicate with programs/partners.

Next Meeting: Tentatively scheduled for Monday February 10th 6:30-8:30pm