Service Delivery Area 2
Regional Advisory Council
Meeting Summary February 3, 2020

1. **Call to Order and Meeting Overview**
   a. Chairperson Kathryn Singer called the meeting to order and provided an overview of the agenda items and meeting goals.
   b. Kathryn introduced the public comment procedure, which will allow for public attendees to provide feedback and ask questions at a designated time near the end of the meeting.

2. **Introductions**
   a. Members introduced themselves by sharing their name, professional role, and stakeholder type (program, community partner, etc.).
   b. Members present in person: Kathryn Singer, Jennifer McQueen, Natalie McIntire, Tristen Comegys, Kathryn Ziegler, Sheri Quarles, Deborah Hughes, Kacey Deverell, Anne Hough
   c. Members participating via Zoom: Louann Gross

3. **Reviewed Old Business**
   a. At the beginning of each Regional Advisory Council (RAC) meeting, the Council will review action items and recommendations from the previous meeting and discuss progress made. SPARK Leadership will provide updates on actions taken from Council recommendations.
      i. View past meeting minutes for each Service Delivery Area (SDA) on the SPARK website: http://indianaspark.com/regional-advisory-councils/. These minutes include all recommendations and action steps.
   b. Kathryn summarized the feedback/recommendations made by the Council in November related to outreach and communication strategies and various implementation activities, such as the I-SAT.
   c. Questions from RAC members:
      i. Have the SPARK listening tour dates been set?
         1. Answer from Mike Bachman (SPARK Project Director): We are still working with the Office of Early Childhood and Out-of-School Learning (OECOSL) to determine what the listening tours will look like. We are planning for them to take place sometime in the Spring of 2020, but have not confirmed dates.

4. **RAC Recommendation Procedure**
   a. SPARK Project Director, Mike Bachman, provided an overview of the RAC recommendation procedure.
   b. Recommendations/agreements made by the Council will be captured within the meeting minutes.
   c. Following each round of quarterly meeting, the RAC Coordinator will compile recommendations from all SDAs into a report to be reviewed by the SPARK Leadership team. The team will then identify appropriate action steps.
   d. Recommendations, action steps, and progress will be reported as Old Business in subsequent RAC meetings.

5. **SPARK Project Highlights**
   a. Each quarter, SPARK Leadership will highlight SPARK features that have been implemented recently or will be launched in the following quarter to gain insight, feedback, concerns, suggestions, and formal recommendations from the public and RAC members.

b. Spotlight: Call Center/Help Desk Supports
   i. The SPARK Learning Lab Help Desk, will be available in the Spring of 2020. The exact date is to be determined.
   ii. At this time, SPARK is planning to have Help Desk representatives available at the following times:
      1. Monday-Friday from 6:00 am–7:00 pm Eastern Standard Time (EST)
      2. Saturdays 10:00 am–2:00 pm EST
      3. The Help Desk will not be open on state holidays
   iii. Trained Help Desk representatives will have general knowledge to answer the questions providers have regarding four main focus areas:
      1. SPARK Learning Lab's trainings and resources
      2. Assistance completing the Indiana Self-Assessment Tool and/or determining results
      3. Paths to QUALITY™ enrollment, maintenance, advancement, questions, concerns, and rating issues
      4. Assistance with understanding and connecting to statewide resources like 211, First Steps, Child Care Search, On My Way Pre-K, and others
   iv. SPARK Learning Lab is also working on transfer agreements with partners so that Help Desk representatives can connect callers to other experts like SPARK Coaches, INAEYC, local CCR&Rs and others.
   v. Questions/suggestions from RAC members:
      1. What is SPARK's involvement in helping facilities with CCDF?
         a. Answer from Mike: Our Help Desk representatives will be trained at a high level on services and topics like CCDF to help guide programs through addressing barriers. If questions come to a point that is beyond our knowledge base, we will refer and connect the program to the relevant expert/partner agency.
      2. Will the Help Desk be able to patch callers through directly to partners?
         a. Answer from Mike: Yes, we are working with partners to make that happen and get agreements in place. Our Help Desk representatives will do everything they can to answer the questions, but if it gets beyond our knowledge base we will transfer you on.
      3. When you talk about coaching support being available with the Help Desk, what will that look like?
         a. Answer from Mike: We are hoping to have Tier 1 universal coaching services, so that if a Help Desk representative cannot answer your question, we can transfer you to a coach who can provide you light technical assistance support, specifically around the services we offer.
      4. Will directors be responsible for triggering their own PTQ visits in the future? What is the process going to be for setting up the rating visit?
         a. Answer from Mike: I don't have an answer to that right now, but we will take that question down and take it back to our partners.
      5. When will coaching be available? Will it not be until the Help Desk is up and running?
         a. Answer from Mike: We are looking to roll out many of our services in the Spring of 2020. The assessment tool, will help lead the roll out of the coaching services.
      6. Will physical coaches ever be available on site?

a. Answer from Mike: Yes, absolutely. Our services are organized at three levels of tiered support, and tier 3 includes that individual on-site coaching support.

c. Spotlight: Indiana Self-Assessment Tool (I-SAT)
   i. The Indiana Self-Assessment Tool, or I-SAT, will launch in Spring of 2020. The I-SAT is a program level assessment, not a personal or individual assessment.
   ii. There are four I-SATs tailored to each program type: Center, Home, Ministry, and School-Based.
   iii. Prior to the release of the I-SAT, a program assessment training will be available on Indiana Learning Paths and in-person to those interested in completing the I-SAT to orient the program leader to self-assessing their program. This training is a pre-requisite to completing the I-SAT.
   iv. SPARK Learning Lab will provide local opportunities throughout the Spring to meet SPARK Learning Lab Specialists and Coaches in-person, complete the I-SAT, receive results, learn about SPARK Learning Lab trainings, tools, and resources, and work with a Coach to create a Program Development Plan.
   v. Questions/suggestions from RAC members:
      1. Will the I-SAT be rolled out in phases?
         a. Answer from Mike: Yes, that is the plan. We are preparing for full scale use by rolling it out to different groups over time. We are still figuring out what this will look like, so we can fix bugs as we go.
      2. How often will program leaders use this tool to assess the program? Will it look similar to NAEYC self-assessments with the teachers having some input?
         a. Answer from Mike: We are building the I-SAT to be very program directed. As such, programs will be able to choose how often they want to complete it. Much of the evidence is gathered at the classroom level, even though the assessment is focused on the program as a whole.
      3. Will I need to reassess if I want to move up a PTQ level?
         a. Answer from Mike: While the assessment aligns with PTQ, it is not the readiness checklist for progressing through the quality levels.
      4. Can you give us an example of one of the quality indicators?
         a. Answer from Mike: Some examples are social emotional health and learning environments/topics (science, social studies, etc.). Programs will rate themselves on a continuum of zero to five based on their practices and evidence.
      5. Will there be any assessments for school age?
         a. Answer from Mike: We will be providing resources and guidance for school age programs, but we are still working on a partnership with the Indiana Afterschool Network to figure out what an assessment would look like.
      6. So the assessment will help us see if there are any quality gaps in our program. Based off of those results, we will then either get a coach or we won't?
         a. Answer from Mike: Based off of how you score yourself, we will provide some recommendations for what type of quality goals you might want to work on. That will tell us what level of tiered support you will need to get to where you need to go.
      7. My coach sees gaps that I don't see. Programs don't know what they might be missing.

a. Response from Mike: This is a very program driven assessment. Programs will need to take the initiative to take the self-assessment to receive tier 2 or 3 services. There is not a coach who is going to knock on your door. SPARK is going to need to be intentional about our marketing so programs know this resource is there.

d. Spotlight: Town Square
   i. By opening an account with Town Square, Family Child Care programs can open the door to training, resources, and conversation specific to home education and care. Many of these resources have been translated into Spanish.
   ii. In Town Square, the home program's staff can discover a wealth of resources divided into 5 categories for easy navigation:
      1. Activities
      2. Home Business
      3. Learning
      4. Perspectives
      5. Wellness
   iii. Town Square offers the opportunity for those working in the home to watch video tutorials created in the unique circumstances of the home early education and care environment to support the learning of the staff.
   iv. Town Square's "Discuss" page provides the opportunity for users to post ideas, questions, suggestions, events, etc. for others to respond. It is important to remember that the "Discuss" page is only as active as the members of the community want to make it.
   v. In one place, anyone that is part of a home program can discover, or rediscover, topics of interest, take part in high-quality, research-based training that is specific to the home early learning and care program, watch video tutorials that demonstrate how others implement these practices in the home environment, then discuss with other home programs their struggles, concerns, and successes.
   vi. Town Square is available NOW at www.townsquareIN.org (with general and Illinois-specific content). More Indiana-specific content coming to Town Square later this Spring.
   vii. Town Square IN and Indiana Learning Paths will be linked to assist in the tracking of training hours.
   viii. Questions/suggestions from RAC members:
      1. None

6. **PTQ Enrollment Incentives**
   a. About two years ago, the Office of Early Childhood and Out-of-School Learning (OECOSL) moved to a system through which programs could access kits when they enrolled in PTQ through Kaplan and Lakeshore portals.
   b. The kits provide a set of materials, along with a User Guide to assist with implementation in the classroom or home setting.
   c. From January-December 2019, 232 total kits were distributed.
   d. The most frequently chosen kit is the Older Toddler Kit, followed closely by the 3-5 Years and Multi-Age Kits.
   e. Now that these kits have been in use for two years, it is time to evaluate the investment and OECOSL would like RAC and public feedback on the usefulness of these kits and if they are the right tools and resources to meet the needs of programs.

f. Questions/suggestions from RAC members:
   i. Consider creating kits based by content/subject (science, reading, etc.).
   ii. We need a kit to help with behaviors and social emotional needs, especially in light of suspension/expulsion requirements.
   iii. There needs to be more STEAM and/or STEM options.
   iv. Give programs more choice, options, and variety when selecting kits/materials.
   v. Many directors report being unaware of these kits.
   vi. Are these kits only available at the time of enrollment?
      1. Answer from Mike: When you move up or advance in PTQ, you can also choose from these kits, in addition to other content related kits.
   vii. Just by glancing at the User Guide example, I think they could be beefed up to provide more guidance for teachers. For example, providing more suggestions on innovative ways to use the materials.
   viii. Consider adding information on the Indiana Learning Foundations.
   ix. My only issue with the kits was getting my kits when I moved up to PTQ Level 3. There were issues with the ordering and receiving the kits. Otherwise the kits were nice. I liked it better when we could pick our own items.
   x. For the kits, have the newly enrolled providers been given a pathway to provide feedback? If not, consider doing so.
   xi. For the infant/toddler kits, we need more heavy duty books within the kits that are durable.

7. **Public Comment**
   a. For the I-SAT tool, how will you prepare programs to accurately score themselves? And how will the instructions guide them to roll up classroom level data and information into the assessment?
      i. Answer from Mike: We are being very intentional about the instructions and language, including what is included in the prerequisite training. This is something we are thinking about, but I don't have a more specific answer at this time. Our recommendation is that the pedagogical and/or business leaders within the programs complete the assessment, but we will consider how to provide guidance on rolling in that classroom level information.
   b. Is the Help Desk separate from ELI's Solutions Center? Are they going to be combined, or what is the clear distinction between the two?
      i. Answer from Mike: They are separate and will remain separate as we have different responsibilities. We plan to create some promotional materials to explain the difference between the two.
   c. A flow chart that explains the role of all the partners would be really helpful. I don't know where to go or what all of the different partners are doing.
   d. We are a Level 4 program getting ready for renewal. Do we go to SPARK about this process?
      i. Answer from Mike: INAEYC will be managing PTQ renewals until June 30th. Contact them at PTQ@inaeyc.org.
   e. Will SPARK be providing a CDA course to assist us in keeping our staff educated and meeting requirements for PTQ?
      i. SPARK will offer trainings related to the CDA through Indiana Learning Paths, but we do not have the intention of creating CDA programs/courses.
   f. Will the self-assessment be different for public schools?

      i. Answer from Mike: Yes, it will be tailored and will look a little different than the other program types.

    g. Are you collecting feedback on the I-SAT from programs?

      i. Answer from Mike: Yes, we have held focus groups. The I-SAT will be revised based on program feedback and will go through an approval process by OECOSL. The I-SAT tools will be regularly revised and updated as needed.

    h. Which I-SAT would part-time preschools or homes that don't follow traditional models (i.e. home that operates more like a center) complete?

      i. Answer from Mike: This is something we need to consider further. Because it is program driven, there would also be the opportunity for programs to determine which I-SAT tool is most appropriate for them.

8. Agreements

    a. Based on what has been presented, RAC discussion, and public comment, the RAC brought forth the following recommendations/agreements for SPARK Learning Lab or partners to consider:

      i. It would be helpful for a flowchart to be created showing the different system partners and what they are responsible for.

      ii. Increase communication from SPARK through the various media outlets/channels.

      iii. The Help Desk should work with local partners to connect with providers and establish partnerships.

      iv. Discuss and consider with partners what the PTQ process will look like moving forward and how visits will be triggered.

      v. Consider how the I-SAT instructions will ensure programs are providing honest and accurate feedback.

      vi. Consider how programs fall into the I-SAT (i.e. part time child cares that don't cleanly fit under a specific umbrella).

      vii. The RAC recommends the following for the PTQ enrollment kits:

        1. Get additional feedback from new providers.

        2. Provide options to select materials on more of an "a la carte" basis.

        3. Provide more kits on different subject areas. Include more STEM, STEAM, and social emotional content.

        4. Include more durable infant/toddler materials.

        5. The quick start/user guide needs to be beefed up with innovative ideas and guidance.

9. Upcoming Community Events for SPARK to Attend

    a. Monthly childcare coalition meeting in Clinton County.

    b. INAEYC conference May 7th-9th

      i. SPARK is submitting a proposal to present.

      ii. Suggestion: The conference could be an opportunity to provide the I-SAT training.

10. Future Meeting Schedule

    a. Monday May 4th 1:00-3:00pm, location to be determined

    b. Monday September 14th 1:00-3:00pm, location to be determined

11. Adjournment