



SPARK Regional Advisory Councils April and May 2020 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
Communication	SPARK should focus on social media and use it to connect people to the SPARK Connect newsletter (link SPARK Connect content, post “commercials” for SPARK Connect, explore if there is a way people could sign up for the newsletter on Facebook).	SDA 1	SPARK makes a social media post following each SPARK Connect newsletter. The website, where people can sign up for SPARK Connect, is promoted regularly via social media.
Communication	SPARK should promote on Facebook that SPARK resources are for families as well.	SDA 1	At this time, SPARK is focusing our communication efforts on programs/providers that we have not yet reached, as they are our primary audience.
Communication	Members would like to see emails/posts that are content specific (Monday Mindfulness, Tuesday Trainings, etc.). This targeted communication will help draw providers to the website.	SDA 2	SPARK plans to implement a topic specific communication effort. SPARK plans to explore how to use social media in this way. We are considering the appropriate modality for each message (social media, email, etc.).
Communication	Members recommended that SPARK continue to explore other ways for SPARK to communicate with providers (snail mail, text, robocalls, etc.).	SDA 2	SPARK and its partners have the capability to make robocalls and plan to explore this further. As of early June, SPARK began a partnership with OECOSL to deliver text messages. SPARK is exploring the possibility of sending communication via traditional mail a couple times a year.
Communication	SPARK should consider reaching out to universities in targeted regions that have lower engagement with SPARK’s communication channels. Their early childhood faculty could likely help reach and connect with the local provider community.	SDA 3	After 6 months of compiling communication data, SPARK has developed goals around communication and identified areas to grow our efforts. From these goals, we will identify strategies to connect with provider communities with lower engagement, which may include connecting with local universities and other partners.



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Communication	SPARK should consider doing an overlay of the heat map of engagement and existing child care desserts.	SDA 3	As of June, SPARK is starting to look at county-level data in regards to program needs. New data from OECOSL will help SPARK understand how many programs and caregivers are in each county.
Communication	RAC members agreed that this communication data should be shared publicly in some way, possibly using a county by county comparison.	SDA 1	Based on SPARK's identified communication goals, we are creating a more consumable communication dashboard to better track progress and share data publicly.
Communication	SPARK should share the communication data in social media posts to promote how SPARK is “sparking conversation”. Use the data to tell a story, celebrate successes, and create further engagement.	SDAs 4 & 5	With the new communication dashboard, SPARK plans to highlight key data points and will explore how to do so on social media.
Communication	In addition to looking at communication method (website, social media, etc.), RAC members suggested that SPARK look at the types of content that are getting the most activity/traction.	SDAs 1 & 2	This has been embedded in SPARK's communication goals.
Communication	RAC members would like to use their role on the Council as an ambassador to promote SPARK communications. SPARK should consider how to best prepare them to support this effort (provide training for RAC members to further promote SPARK, etc.).	SDA 1	SPARK has asked RAC members to share and promote various opportunities, tools, surveys, etc. We have provided example social media posts and language to equip them to promote these resources. In addition, SPARK is currently updating the RAC onboarding process, which will include a focus on how to be an ambassador for SPARK.
Business Management Support	SPARK may need to incorporate a search bar on the SPARK website or better link to Indiana Learning Paths, so that viewers can find resources more easily.	SDA 1	SPARK will explore adding links on their website to videos and resources to help connect viewers to I-LEAD/Indiana Learning Paths (tutorials for how to find resources on ILP, etc.).



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Business Management Support	RAC members would like to see business learning opportunities and resources for both for-profit programs as well as non-for-profit programs.	SDA 1	SPARK will make sure both program types are supported. SPARK will make it clear in language and messaging that we support all programs.
Business Management Support	In light of the COVID-19 crisis, there is a continued need for SPARK to provide resources on recovery and restart.	SDA 4	SPARK is still creating content around restart and recovery, including on demand trainings that include how to react to general changes/trauma, not just COVID-19.
Business Management Support	In light of the COVID-19 crisis, SPARK may need to provide guidance for childcare programs to rethink their business model to serve school-age children if they do not already do so.	SDA 4	The SPARK School-aged Specialist is doing a series for providers to ask questions about school-aged care. Topics covered include summer camp and guidance on meeting family needs and operating sustainably.
PTQ Rating Procedure	RAC members recommended that SPARK push information about the PTQ Rating Procedure out in as many ways as possible (email, social media, robocalls, text, etc.).	SDA 2	All messaging about this process has gone, or will go, out via email, social media, text, newsletter, robocall, and website.
PTQ Rating Procedure	SPARK should promote this procedure using email and request a read receipt or track open rates.	SDA 5	SPARK is tracking open and click rates.
PTQ Rating Procedure	SPARK should highlight this process on social media.	SDA 5	SPARK plans to highlight this process on social media.
PTQ Rating Procedure	When sharing this information, SPARK should outline the process in a simple format (using bullets, visuals) so providers are not overwhelmed.	SDA 2	SPARK has followed this guidance when drafting emails and texts. We would like to get feedback from RAC members at the next meeting.
PTQ Rating Procedure	Members suggested that, when sharing information about this process, SPARK provide examples and images of the documents.	SDA 3	Examples and images have been included in communications.
PTQ Rating Procedure	When sharing this information on Indiana Learning Paths, it would be helpful to have a dropdown list that allows the viewer to see each step, the associated tools, and a short video.	SDA 5	SPARK is working with our partners to create something like this. In the "PTQ Success" category, we are exploring adding subcategories like "Rating support" to help users navigate the information.



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PTQ Rating Procedure	Members suggested that SPARK put this information in a video, that could include providers who have been through the process.	SDA 3	SPARK created videos to accompany these resources. SPARK is looking to engage early adopters to get their feedback and use them as ambassadors by the end of 2020.
PTQ Rating Procedure	Members recommended the following changes to the visual: Number the steps; Add a title; Include a timeline.	SDA 3	SPARK made revisions to the visual. We'd like feedback from RAC members at the next meeting.
PTQ Rating Procedure	Members suggested changing the name for step 2 (Program Self-assessment, PTQ Program Assessment, etc.).	SDA 3	SPARK made revisions and would like feedback at the next meeting.
PTQ Rating Procedure	Members suggested that SPARK attach a tab in the Readiness Checklist with the prorated hours for PTQ levels 2 and 3.	SDA 4	SPARK plans to create/add this tab.
PTQ Rating Procedure	Members said SPARK needs to consider how to reassure providers that they are able to do the assessment piece by themselves and will emphasize this in the messaging.	SDA 3	SPARK considered this guidance when drafting the messaging and would like feedback.
PTQ Rating Procedure	Members suggested that SPARK also consider having programs who have gone through the process mentor newer programs.	SDA 3	SPARK will share this recommendation with OECOSL for possible PTQ policy revision.
PTQ Rating Procedure	Members would like to revisit this procedure and provide additional feedback next quarter. Members would like to see data on the number the rating requests and other relevant data.	SDA 4	SPARK will add this as an agenda item for the September meeting.
PTQ Rating Procedure	Members recommend that SPARK connect with Coalition leaders in the fall to see what feedback they are hearing at the local level regarding this procedure.	SDA 4	SPARK will explore how best to accomplish this through listening tours and other strategies.
PTQ Enrollment Incentives	Going back to the Council's PTQ incentive discussion from February's meeting, members suggested that OECOSL consider offering a percentage or full coverage of a membership to local Chamber of Commerce and other business organizations as a PTQ enrollment incentive.	SDA 1	SPARK will share this recommendation with OECOSL and will identify organizations that we would recommend providing memberships to.



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Mandatory Trainings	The Council requests that mandatory trainings (Universal Precautions, CPR, etc.) be an agenda item for the next meeting. Council members have several ideas for how these trainings could be innovated, that they would like to discuss further.	SDA 1	SPARK will add this as an agenda item for the September meeting.
Preparing for Program Assessment	The <i>Preparing for Program Assessment</i> training may be intense and overwhelming for small providers. SPARK should explore how best to provide additional support or break it down into smaller chunks.	SDA 2	SPARK is offering this training via webinar and in-person, which gives additional opportunities for engagement with the facilitator who can provide a higher level of support.
COVID-19	SPARK should consider facilitating focus groups around reopening. This would be especially helpful to facilitate discussions with larger programs (especially schools) on what reopening should look like. SPARK could partner with OECOSL and/or the Department of Education.	SDA 3	SPARK has intentionally created space to discuss reopening through live Community Learning Forums.