



SPARK Regional Advisory Councils September 2020 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
Mandatory Trainings	Members suggested that the annual CPR requirement be changed, as the certification is valid for 2 years.	SDA 1	SPARK will share this recommendation with licensing partners.
Mandatory Trainings	Members suggested that SPARK explore how to make mandatory trainings more accessible. For example, many SDAs suggested that Universal Precautions be offered as an on-demand training.	SDAs 1, 2 & 4	The Office of Early Childhood and Out-of-School Learning has approved for Universal Precautions to be provided as an on-demand training. SPARK will be working in partnership with the Office to develop this training.
Mandatory Trainings	RAC members suggested that mandatory trainings be offered as live webinars. This would allow for a facilitator to respond to questions and provide clarification.	SDA 3	<p>Many mandatory trainings are already offered as live webinars (Safe Sleep, Center Director Inclusion Training, Universal Precautions). SPARK would like clarification from the RAC on which specific trainings they would like to see as live webinars.</p> <p>When completing on-demand trainings, users can also ask questions by reaching out to the Help Desk or emailing SPARK. My SPARK Learning Lab will also offer a chat function.</p>
Mandatory Trainings	Members suggested that it might be helpful if directors could participate in a “train the trainer” model for Universal Precautions, so they can train their staff in the future.	SDA 1	SPARK will share this recommendation with the Office of Early Childhood and Out-of-School Learning.
Mandatory Trainings	Members suggested that the labels and language on Indiana Learning Paths be clearer about the definition of “mandatory trainings”. For example, there are trainings that are mandatory for licensure and other trainings that are mandatory for PTQ. It would be helpful to have filters or subcategories so users could determine what is required by licensure, program type, and PTQ level.	SDAs 2 & 5	SPARK will have further conversations with partners about how this could be improved within Indiana Learning Paths. SPARK would be interested in hearing additional feedback or suggestions from the RAC about how this could be improved.



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Mandatory Trainings	Members suggested that SPARK and partners shorten training names in Indiana Learning Paths, so they are easier to find.	SDA 3	SPARK recognizes this concern and will keep this feedback in mind as we name our resources and trainings moving forward. SPARK will have further conversations with partners about this concern. The trainings that are already in Indiana Learning Paths won't change immediately due to larger integration pieces with regulatory compliance.
Mandatory Trainings	Members shared that offering some trainings (Safe Serve) only once a quarter presents a barrier to programs. Members suggested that SPARK and partners look into other places providers can take the trainings and consider how to highlight the options programs have.	SDA 3	SPARK will share this recommendation with the Office of Early Childhood and Out-of-School Learning.
Mandatory Trainings	SPARK and other system partners should consider how best to connect with unlicensed programs that are popping up during the COVID crisis and how to put them on pathways to compliance.	SDA 4	In the next quarter, SPARK will strategically work with coalition and community leaders to understand the local needs and identify possible action steps.
Regulatory Barriers	Members asked SPARK to consider how they can serve as a bridge between providers and other system partners. Members suggested that SPARK establish a forum or platform to allow programs to regularly voice concerns to SPARK and other partners (Discussion Board Learning Forums, etc.).	SDA 1	RACs and providers can continue to use SPARK as the conduit to connect with other system partners. Further exploration will be needed to establish any type of ongoing, formal platform.
Regulatory Barriers	Members of the public shared that in the past local police agencies and other businesses (local insurance agents) provided fingerprinting. Members asked SPARK to look into this possibility with partners.	SDA 1	SPARK will discuss this possibility with its partners.



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Regulatory Barriers	Members suggested that SPARK provide learning forums or discussion boards for providers to discuss what they are doing to address barriers.	SDA 1	SPARK will explore how best to establish discussion board learning forums to meet the needs of providers. In this exploration, SPARK will also consider how to best use existing platforms (Indiana Learning Paths, My SPARK Learning Lab) to provide opportunities for providers to connect with peers and learn from each other.
Regulatory Barriers	Members suggested that it would be helpful to provide guidance about what staff can do when they are waiting for fingerprinting and other regulatory pieces.	SDA 2	SPARK will work on developing a resource that provides this guidance.
COVID-19	Members shared that cleaning supplies and personal protective equipment are very expensive and hard to find. Members suggested that SPARK provide opportunities for programs to discuss resources they have found to address this issue.	SDA 1	SPARK will explore how best to establish discussion board learning forums or other platforms to meet the needs of providers and allow opportunities to share these resources.
COVID-19	Members suggested that it would be helpful for SPARK to provide resources or community learning forums on topics, such as: -Cleaning and sanitizing toys and finding space to let them air dry. -Recruiting qualified and quality staff members. -Allowing space for programs to discuss and learn from each other about how they are handling play between children.	SDA 2	SPARK will look into holding live learning forum webinars on these topics to allow programs to learn from each other and offer ideas. SPARK held a webinar on October 23rd that focused on recruiting qualified and quality staff members. This webinar will be offered again on December 10th from 11:00am-12:00pm EST.
COVID-19	Many providers are struggling with enrollment. It may be helpful for SPARK and partners to provide additional resources for marketing and business planning.	SDA 3	SPARK recently posted new resources on this topic on Indiana Learning Paths.



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COVID-19	SPARK coaches need to be prepared to help programs with the behavioral needs of students, as these needs may be exacerbated by COVID-19.	SDA 4	SPARK will embed this focus in upcoming trainings for coaches.
COVID-19	It would be helpful for SPARK to create a FAQ document for the PTQ rating procedure and what it looks like during COVID.	SDA 2	SPARK launched a new PTQ page on the SPARK website on October 25th: http://indianaspark.com/paths-to-quality/ . Further revisions will be made to this page in early November, which will include an FAQ page.
PTQ Rating Procedure	RAC members suggested that SPARK and partners send out more communication about how rating visits are being conducted during COVID, so that providers are up to date and feel safe.	SDA 3	SPARK will work with partners to better understand what rating visits look like during this time and will include this information on the PTQ FAQ page.
PTQ Rating Procedure	RAC members suggested that SPARK better tailor the information included in the reminder emails to programs. For example, it would be helpful if SPARK only shared the Readiness Checklists that were relevant to the program receiving the email.	SDAs 1 & 4	SPARK is aware of this concern and will explore how to better tailor the messaging to the needs of individual programs.
PTQ Rating Procedure	While SPARK sends reminder emails in advance, many programs expect an email around the time they actually need to trigger their visit. It would be helpful for SPARK to send a reminder the week before the rating visit needs to be requested.	SDA 5	SPARK will explore the possibility of sending this additional reminder.
PTQ Rating Procedure	Members suggested that more messaging related to PTQ enrollment is needed. Programs don't know how to enroll. Many are also interested in fast tracking their enrollment. Adding more about these topics to the SPARK website, as well as partner websites, would be helpful.	SDA 3	SPARK will add enrollment information to the PTQ page of the website.
PTQ Rating Procedure	RAC members would like to see a video about the PTQ process that they can share and that partners can post to their website.	SDA 3	SPARK will explore how to best package information and share resources to support PTQ and keep partners up to date.



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PTQ Rating Procedure	RAC members suggested that coalitions and other community leaders can help SPARK get the word out about this procedure. SPARK should consider how best to engage these partners and keep them up to date.	SDA 4	In the next quarter, SPARK will strategically work with coalition and community leaders to discuss how they can help promote this procedure.
PTQ Rating Procedure	RAC members suggested that SPARK break down the types of insufficiencies seen during rating visits and bring that data to the Council for further reflection.	SDA 4	SPARK will share this data with the RACs during a future meeting.
PTQ Rating Procedure	Members shared that they had heard about programs who reached out to PTQ@indianaspark.com and the Help Desk and did not receive a response.	SDA 5	SPARK is aware of this concern and is exploring those instances.
PTQ Rating Procedure	Members shared that programs are missing having a coach on-site before visits to help confirm and assure them that they have everything they need for the visit. SPARK should consider how to provide additional support to programs, or promote the support they are able to provide.	SDA 5	SPARK would be interested in hearing from the RACs about how we can make programs feel more confident going into the rating visit, beyond having a coach on site.
Help Desk	RAC members suggested that SPARK create a FAQ document that includes the top ten questions the Help Desk receives.	SDA 1	SPARK will work on this document and post it on the website.
Help Desk	RAC members would like to see the number of calls that require additional follow-up support to reach an answer or resolution.	SDA 1	SPARK will share this data with the RACs during a future meeting.
Help Desk	Members would like to see data in the future about the number of returning callers to the Help Desk.	SDA 2	SPARK will share this data with the RACs during a future meeting.
Help Desk	RAC members suggested that Help Desk representatives ask callers during the initial conversation if they'd like SPARK to follow up via email on their issue to make sure it got resolved and when they would like that follow-up to happen.	SDA 4	SPARK is considering this recommendation and exploring it internally.



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Help Desk	RAC members recommended that sending the follow-up customer satisfaction survey sooner would increase the response rate.	SDA 4	SPARK plans to implement this change.
I-SAT	A member of the public shared concerns about the readability of some tools, like the I-SAT and the Core Knowledge and Competencies document. It was suggested that SPARK and partners assess the readability more thoroughly.	SDA 3	SPARK will take this feedback into consideration with future revisions of the I-SAT and will share this recommendation with partners.
I-SAT	Members recommended that, in the follow-up survey, SPARK ask participants why they felt compelled to complete the I-SAT. This information can help SPARK frame messaging around the benefits of the I-SAT.	SDA 4	In future revisions of the I-SAT and corresponding surveys, SPARK will consider including this question in either the pre-assessment questions or follow-up survey.
I-SAT	Members suggested that SPARK provide partners with an “elevator pitch” to explain how the I-SAT might be beneficial to programs. This will help them better message and promote the tool.	SDA 4	SPARK held partner engagement webinars on October 14th and 16th. During these sessions, we highlighted the I-SAT and other tools. SPARK has also added a communication toolkit with resources for partners here: http://indianaspark.com/my-spark-learning-lab-communications-tool-kit/ . This toolkit focuses on My SPARK Learning Lab and includes content related to the I-SAT.