Service Delivery Area 1
Regional Advisory Council
Meeting Summary November 18, 2020

View the recording of this meeting here: https://youtu.be/AfbGVJBr3IE

1. **Call to Order and Meeting Overview**
   a. SPARK Project Director, Mike Bachman, made welcoming remarks orienting participants to the purpose of the Regional Advisory Council (RAC) meeting.
   b. Margaret Smith, RAC Coordinator, provided a membership update. SPARK onboarded new RAC members over the last two months. A current member list for each SDA can be found on the SPARK website: http://indianaspark.com/regional-advisory-councils/
   c. All members (new and returning) participated in two orientation sessions this fall, during which they selected a Chair and Vice Chair for the coming year.
   d. Margaret introduced SDA 1's new Chair, Jeannine Hornback, and Vice Chair, Keana Baylis.
   e. Jeannine called the meeting to order, provided an overview of the agenda items and meeting goals, and discussed meeting and procedures.

2. **Introductions**
   a. Members introduced themselves by sharing their name, professional role, whether they are a new or returning member, and why they wanted to join the RAC.
   b. Members who were present included: Jeannine Hornback, Keana Baylis, Binti Shah, Gail Jamora, Linda Curley, Lisa Timmerman, Martha Rae, Paige Gramenz, Sara Miller, Shannon Weyer, and Sherry Searles.

3. **Reviewed Old Business**
   a. At the beginning of each Regional Advisory Council (RAC) meeting, the Council reviews action items and recommendations from the previous meeting and discusses progress made.
      i. You can view past meeting minutes, recommendations and their related action plan for each Service Delivery Area (SDA) on the SPARK website: http://indianaspark.com/regional-advisory-councils/.
      ii. Jeannine summarized the feedback/recommendations made by the Council in September related to mandatory trainings, regulatory barriers, COVID-19, the Paths to QUALITY™ Rating Procedure, and the Help Desk.
      iii. Questions/feedback from RAC members and the public:
         1. Now that an on demand Universal Precautions training is in development, RAC members shared that the recommendation to offer a train the trainer model of this training does not need further action.
         2. Members suggested that discussion boards would be a good platform to allow programs to voice concerns and discuss barriers.
            a. Mike shared that the discussion boards in Indiana Learning Paths are a bit cumbersome and not well utilized. SPARK is exploring how they might use discussion boards in My SPARK Learning Lab, but this will take time to explore and build out.
            b. In general, My SPARK Learning Lab has more opportunities for real-time engagement between users, but SPARK is still building these features.
            c. SPARK also uses live learning forums, and could use this platform to provide opportunities for programs to discuss regulatory barriers and other concerns. However, SPARK has seen a drop in engagement in these live learning forums since COVID began.

3. Members provided feedback on the priority level of some of the ongoing recommendations and action items. For example, they shared that tailoring PTQ reminder emails to include specific resources for each individual program is not a high priority item. Members shared that this change would be most helpful for smaller programs, like homes.
4. Members suggested that as SPARK creates frequently asked questions (FAQ) lists, it would be helpful to compartmentalize them by specific topics.
   a. Darcy Marlett, SPARK's Communications Manager, shared that they are planning to sort FAQs on the website by topic and service area.

4. **SPARK Project Spotlights**
   a. Each quarter, SPARK staff highlights SPARK features that have been implemented recently or will be launched in the upcoming quarter to gain insight, feedback, concerns, suggestions, and recommendations/agreements from the public and RAC members.
   b. Spotlight: My SPARK Learning Lab
      i. SPARK's Deputy Director of Operations & Strategic Integration, Kim Hodge, provided an overview and demo of My SPARK Learning Lab, which launched at the beginning of November.
      ii. My SPARK Learning Lab is SPARK's new online portal, which can be accessed via I-LEAD.
         1. It is the new pathway to complete the Indiana Self-Assessment Tool (I-SAT).
         2. My SPARK Learning Lab also provides users with access to SPARK's Knowledge Center, which includes tools, templates, job aids, resources, and more.
         3. It provides ways for programs to engage with the SPARK Learning Lab Support team via chat, Help Desk support ticket, phone, or email.
      iii. Kim provided an introduction to the I-SAT, which allows programs to assess their own needs for technical assistance support.
         1. The I-SAT was launched in April 2020, through a small pilot. The I-SAT went statewide in July.
         2. The I-SAT content has not changed, but My SPARK Learning Lab is the new online portal for program leaders to complete the I-SAT.
         3. This program-level assessment comprises seven standards, with a total of 50 quality items, utilizing a rubric-based developmental continuum that offers a roadmap for advancing program quality from "Beginning" to "Excelling".
         4. The I-SAT quality continuum includes specific behaviors, benchmarks, and ultimately a scope and sequence programs can utilize to create a plan to improve quality.
         5. There are four versions of the I-SAT, one for each program type, with questions tailored for each: Center-Based, Family Child Care Homes, Ministries, and School-Based.
         6. Printable I-SATs by program type are available in the Knowledge Center of My SPARK Learning Lab.
         7. The I-SAT is designed to support programs along their quality improvement journey, including participation in Paths to QUALITY™ (PTQ).
            a. The I-SAT is NOT intended to replace the PTQ standards.
            b. The I-SAT standards and quality items have been aligned to PTQ standards, as well as accreditation standards. The I-SAT is meant to work alongside these systems.

8. The I-SAT standards are also directly aligned to Indiana's Core Knowledge and Competencies (CKCs) for Early Childhood, School-Age, and Youth Professionals.
    a. The seven CKCs make up the seven program quality standards in the I-SAT.
    b. Each quality standard includes at least one to several quality items.
    c. Each quality item includes a continuum of five benchmarks that stack upon each other, unless otherwise noted.
    d. Each quality item has a continuum of benchmarks grouped into five categories: Beginning, Developing, Emerging, Mastering, or Excelling.
iv. Kim provided an overview of the My SPARK Learning Lab platform.
    1. It is available via I-LEAD. There is a button for My SPARK Learning Lab at the top of the page, next to the button for Indiana Learning Paths.
    2. Users are taken to the homepage when they enter My SPARK Learning Lab. The homepage provides users options to:
        a. Get started with the I-SAT.
        b. Browse the Knowledge Center's featured topics or search the Knowledge Center.
        c. Connect with SPARK on Social Media.
        d. Sign up for the SPARK Connect newsletter.
        e. View trending articles.
        f. Engage with the SPARK Support Team.
        g. Access links to other SPARK supports.
    3. My SPARK Learning Lab is mobile-friendly.
    4. Users can access the I-SAT from the Homepage or the My Profile page.
        a. The My Profile page collects details about the users' program and program type.
        b. An introduction to the I-SAT is available to provide key details before getting started.
        c. Before starting the I-SAT, users are provided with links to the Knowledge Center, where they can access the full I-SAT Guide and printable I-SATs by program type.
        d. The I-SAT Guide provides program leaders with a step-by-step process in preparation for, completion of, and submission of their program's I-SAT.
        e. SPARK has made revisions to the I-SAT Guide to make it more user friendly and helpful to users.
        f. The I-SAT Guide includes a Glossary of Terms and frequently asked questions (FAQs).
    5. When users begin to complete the I-SAT, they can choose which sections and quality items they would like to complete. Users are not required to complete all sections.
        a. My SPARK Learning Lab presents each of the seven sections to the user and outlines the relevant quality items. Users are then asked if they want to complete that section. If users indicate "no", they are moved on to the next section.
    6. Currently, the I-SAT is intended to be completed in one sitting.
    7. Selecting "Submit Self-Assessment" sends responses to SPARK.

8. Once their Self-Assessment is submitted, programs are taken to the "Next Steps" page. There, they can view their Response Summary and Recommended Resources.
    a. The Response Summary is a listing of all their responses and the items they completed.
    b. The Recommended Resources are connected to the quality items they completed.
9. SPARK contacts users within five days of when they submit their I-SAT to discuss the program's goals and customize a support plan.

v. Kim provided an overview of the Knowledge Center within My SPARK Learning Lab.
    1. The Knowledge Center contains resources and training SPARK has developed or identified to support leaders and their program staff in their quality improvement journey.
    2. The Knowledge Center content is mapped to the I-SAT, providing connection with key areas of focus.
    3. The Knowledge Center includes three tabs:
        a. All Content: Includes articles organized by CKCs & I-SAT quality items.
        b. Featured Topics: Includes articles on "hot topics", such as COVID-19.
        c. Spanish Available Content: Includes articles that are either in Spanish or have some type of Spanish translated support.
    4. The Knowledge Center includes over 400 articles to date. The creation of the Knowledge Center has allowed for all of these materials to be housed in one place. The Knowledge Center includes resources, training, support articles, and learning forums.
    5. When users click on a knowledge article, they can view the item & content type, the item location (how the item can be accessed) and source, related CKCs & quality indicators, and related articles.
    6. Users can favorite articles, which saves them for easy access from the My Profile page.

vi. Kim provided an overview of the My Profile page, which includes three tabs:
    1. My Profile: Includes key details about the user and program.
    2. My Program Assessment: Includes any I-SATs completed in My SPARK Learning Lab.
    3. Favorite Articles: Includes articles favorited by the user.

vii. Kim provided an overview of the Support page.
    1. The Support page provides users the option to submit a support request, or view the status of a pending request.
    2. Users can also upload files and request their PTQ rating using the Support page.
    3. The online chat feature is available during Help Desk hours (Monday-Friday 6:00am-7:00pm EST; Saturday 10:00am-2:00pm EST).

viii. Kim provided a brief demo of the My SPARK Learning Lab platform and walked through each of the pages.

ix. Questions/feedback from RAC members and the public:
    1. Question: Can the articles in the Knowledge Center be shared and/or printed?
        a. Answer from Mike: Yes, those articles are public and can be shared with your network. SPARK also encourages RAC members to share information with providers in their network about how they can access My SPARK Learning Lab. SPARK has created a number of resources for

partners to use to help get the word out. These resources are compiled within a communications toolkit, which can be found on the Partner Resources page of the SPARK website.: http://indianaspark.com/resources-for-partners/. RAC members and other partners are encouraged to use these resources to help SPARK promote My SPARK Learning Lab and the I-SAT.

2. Kim shared that SPARK is offering a weekly session in Indiana Learning Paths called "Welcome to My SPARK Learning Lab and the I-SAT". This weekly live webinar will be provided through at least the end of the year.

3. Question: Is there a glossary of terms and acronyms?
   a. Answer from Kim: Yes, the I-SAT Guide includes a glossary. We can add this glossary, or something similar, as a separate article within the Knowledge Center to make it more accessible.

4. Mike shared information about how My SPARK Learning Lab helps providers along their quality improvement path. The idea of My SPARK Learning Lab is that users have access to a sequence of trainings and resources to support their efforts. When programs complete the I-SAT, My SPARK Learning Lab provides the resources needed to help them meet their goals. SPARK coaches can provide additional support to programs in putting the information they learn into practice.

5. Question: When I accessed the Spanish resources, they were not written in Spanish. Why is that?
   a. Answer from Kim: Some of the articles that are tagged as "Spanish Available Content" are written in English. They are tagged that way because they have some type of Spanish translation available.
   b. Comment from Mike: SPARK is working to create more Spanish content and trainings, focusing first on mandatory and regulatory trainings.

6. Question: In the My Profile section, there is a question that asks if you are interested in joining the rating system. Is that referring to PTQ? It is unclear.
   a. Answer from Mike: Yes, that is referring to PTQ, but we can review and make that language clearer.

5. Think Tank
   a. This Think Tank is meant to be a forum to get the Council members' input on various topics that the RAC may want to put on the agenda in the following quarter.
   b. Members talked about discussion boards and strategies for engagement.
      i. The discussion boards currently in place in Indiana Learning Paths have low engagement and are difficult to access.
      ii. Members discussed if there were other opportunities for this type of engagement using Facebook or other apps.
      iii. Response from Mike: SPARK has heard a lot about various provider Facebook groups. Facebook does not allow the same opportunity to track engagement as SPARK has in My SPARK Learning Lab. SPARK has some apps connected to My SPARK Learning Lab that could be used as real-time discussion boards. SPARK is still exploring and building out these possibilities, and hopes to roll them out in the next few months.
      iv. Members acknowledged that Facebook would not allow SPARK to vet the content and comments as well as a platform like My SPARK Learning Lab.

    v. Members suggested SPARK use Facebook live to hold discussion forums or look into closed Facebook groups.
- 1. SPARK has looked at Facebook groups, for topics such as PPE resources. A closed group would allow SPARK to have more control and vetting ability.
- 2. Members suggested that SPARK consider selecting an emergent topic to hold a Facebook live, as this may bring additional engagement to the page.
- 3. Members suggested that SPARK explore the possibility of using polls or other interactive engagement methods.
- 4. Members discussed the possibility of creating a Facebook group for RAC members, possibly by SDA.

    vi. Members shared resources and topics that providers are interested in that might improve engagement, such as, family engagement resources, marketing guidance, and curriculum resources.

    vii. Members also shared that sometimes providers don't engage with PTQ because they think it is too much work to enroll and advance. Members would like to see more programs engaged and to help them see that it is feasible and many of the requirements are things they are already doing.
- 1. Mike provided clarification that it is SPARK's goal to assist all programs, regardless of which recognition and quality systems they choose to engage in. Their approach is program-driven, so they have not set a target number of the providers they would like to reach.

6. **Public Comment**
   a. No additional public comments.

7. **Agreements and Action Items**
   a. Based on what was presented, RAC discussion, and public comment, the RAC brought forth the following recommendations/agreements for SPARK Learning Lab and/or partners to consider:

    i. Old Business
- 1. RAC members requested that SPARK continue to provide updates on several pending recommendations from past quarters and that these be included on the agenda moving forward.

    ii. My SPARK Learning Lab
- 1. RAC members suggested that the glossary included in the I-SAT Guide be posted elsewhere in My SPARK Learning Lab to improve accessibility.
- 2. RAC members asked SPARK to review the question in the My Profile section that asks users about their interest in joining the rating system. Members shared that it is unclear what this is referencing and asked that SPARK add clarifying language.

    iii. Think Tank
- 1. RAC members suggested that SPARK explore how to use Facebook and social media to increase engagement. Strategies suggested include:
  - a. SPARK could pick an emergent topic (perhaps a topic that sparked engagement within a Facebook post) and hold a Facebook Live event.
  - b. SPARK could explore polling or another form of interactive engagement through Facebook.
  - c. SPARK could create Facebook groups for each Regional Advisory Council, or for each SDA, to foster further discussion and engagement.

2. RAC members recommended that SPARK continue to explore how best to provide opportunities for peer learning and sharing, using discussion boards and other forums.

8. **Future Meeting Schedule**
   a. February 17, 6:00-8:00pm EST
   b. April 21, 6:00-8:00pm EST
   c. September 1, 6:00-8:00pm EST

9. **Agenda Items for February**
   a. RAC members would like to revisit the topic of discussion boards and how SPARK can best set up forums for peer engagement or networking.
   b. RAC members would like to discuss difficulties programs are having with accessing CPR training, both in terms of time and cost.
   c. RAC members would like to discuss Modules 1-4 and the rules and regulations included in those modules, to make sure the basic topics and regulations are covered.

10. **Adjournment**