



Service Delivery Area 2 Regional Advisory Council Meeting Summary November 10, 2020

View the recording of this meeting here: <https://youtu.be/BgxZST89fXc>

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 2's new Chair, Kacey Deverell, and Vice Chair, Michelle Adams.
- e. Kacey called the meeting to order, provided an overview of the agenda items and meeting goals, and discussed meeting 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: Kacey Deverell, Michelle Adams, Brad Hand, Elizabeth Schlesinger-Devlin, Jenna Hicks, Kathryn Ziegler, Natalie McIntire, Sheri Quarles, Sherry Crisp-Ridge, Stephanie McKinstry, and Tristen Comegys.

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. Kacey summarized the feedback/recommendations made by the Council in September related to mandatory trainings, regulatory barriers, COVID-19, and the Help Desk.
 - iii. Questions/feedback from RAC members and the public:
 1. Members were asked to provide additional feedback about how SPARK and partners can make language and labels related to "mandatory trainings" clearer on Indiana Learning Paths. Suggestions shared by members included:
 - a. Use very simple labels, such as "Mandatory for Licensing" and "Mandatory for Paths to QUALITY™ (PTQ)".
 2. Mike shared an update about a fingerprinting resource that SPARK's Compliance Specialist is working on that would explain what staff are allowed to do before getting their fingerprints done. This is a resource SPARK plans to post to My SPARK Learning Lab in January.
 - a. RAC members asked SPARK to look into why providers have to use specific vendors to complete fingerprints, rather than going to police departments or other local businesses. RAC members would like this information included in the fingerprinting resource.
 - b. RAC members shared that school-based programs have raised the question of why fingerprinting is needed, when they already complete an

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extensive background search. RAC members would like this information included in the fingerprinting resource as well.

- iv. Kacey invited members to share challenges related to COVID-19 and suggestions about what trainings, resources, and supports SPARK could provide during this time.
 1. Mike shared that SPARK is preparing to hold live webinar learning forums to discuss topics such as cleaning and sanitizing, managing play between children, and other relevant topics over the next two quarters. SPARK held a webinar in October about recruiting staff. They will hold this webinar again on December 10th from 11:00-12:00pm EST. More information can be found in Indiana Learning Paths.
 2. Mike shared that SPARK launched a PTQ page on their website recently: <http://indianaspark.com/paths-to-quality/>. They plan to add a FAQ page in the next couple of weeks, which will include information about what rating visits look like during this time of COVID.
 3. Members shared that there are discrepancies within the guidance programs are receiving about how long staff should quarantine when they have been exposed to someone with COVID. Members asked if SPARK or another partner can provide a standard resource or protocol to give programs guidance on how long staff and children should quarantine in various situations.

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 [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.

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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).

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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 this 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).



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- 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: How does the I-SAT connect with the PTQ visit, or does it?
 - a. Answer from Kim: It does not connect directly to the PTQ rating visit, but the I-SAT is aligned to the PTQ standards. Programs may still find the I-SAT helpful on their PTQ and quality improvement journey.
 - 2. Question: If we are renewing our PTQ rating, do we need to do anything with the I-SAT?
 - a. Answer from Kim: Nothing is required related to the I-SAT.
 - 3. Question: From MY SPARK Learning Lab, is there a tile/icon to take me back to the I-LEAD Dashboard and/or Indiana Learning paths?
 - a. Answer from Kim: When you log out of My SPARK Learning Lab, it will take you back to the I-LEAD Dashboard.
 - b. Members expressed that it is cumbersome for users to have to log out of My SPARK Learning Lab to get back to Indiana Learning Paths.
 - 4. Question: Do articles in the Knowledge Center link to research?
 - a. Answer from Kim: Many of the articles provide websites and research articles that SPARK has vetted.
 - 5. RAC members shared that, when viewing an article in the Knowledge Center, it can be hard to navigate and find where the actual article/website link is. Members asked that SPARK look into ways to make the articles more accessible and streamline navigation.
 - 6. Question: Will users be able to review their past I-SATs?
 - a. Answer from Kim: On your My Profile page, under My Program Assessments, you can view any I-SAT that you completed in My SPARK Learning Lab. I-SATs completed prior to the launch of My SPARK Learning Lab are not available in the system. SPARK is working on other enhancements like adding the ability to compare your I-SATs over time.
 - 7. Question: Can a new program director view the I-SATs completed by a previous director?
 - a. Answer from Kim: No, the I-SAT submissions are attached to the individual user, not the program. SPARK is exploring how users might be able to send their data to others.
 - 8. 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 live webinar will be provided through at least the end of the year.

5. Public Comment

- a. Question: Can a director view the trainings completed by staff within Indiana Learning Paths?
 - i. Answer from Kim: If educators are correctly connected to their program and administrators in I-LEAD, program leaders can view their team members' training completions by changing their user view from "Learner" to "Manager".

6. 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:



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- i. Old Business
 1. RAC members suggested that SPARK and partners make language and labels clearer for “mandatory trainings” on Indiana Learning Paths, to make it easier for users to find the trainings required for their program. Members suggested using very simple labels, such as “Mandatory for Licensing” and “Mandatory for PTQ”.
 2. RAC members shared that there is a need for further guidance for programs related to how long staff and children should quarantine after being exposed to, or testing positive for, COVID-19. RAC members asked SPARK to follow-up on this need by either creating guidance or sharing this need with other relevant partners.
 3. RAC members asked that in their fingerprinting resource, SPARK include information about:
 - a. Why programs have to use specific vendors, rather than going to police departments and other local businesses for fingerprinting.
 - b. Why fingerprinting is required for school-based programs, who already complete an extensive background search.
- ii. My SPARK Learning Lab
 1. RAC members raised the concern that users currently have to log out of My SPARK Learning Lab to get back into Indiana Learning Paths. Members asked that SPARK look into any logistical changes that could be made that would allow users to move between the platforms without logging in and out.
 2. RAC members shared that, when viewing an article in the Knowledge Center, it can be hard to navigate and find where the actual article/website link is. Members asked that SPARK look into ways to make the articles more accessible and streamline navigation.

7. Future Meeting Schedule

- a. February 9, 2:00-4:00pm EST (virtual)
- b. May 11, 6:00-8:00pm EST
- c. September 14, 6:00-8:00pm EST

8. Agenda Items for February

- a. RAC members would like an update on My SPARK Learning Lab and any new features or enhancements.
- b. RAC members would like to continue discussing COVID-19 and related challenges and resources.
- c. SPARK will provide an update on the fingerprinting resource.
- d. RAC members would like to receive data on Help Desk calls and the number of returning callers.

9. Adjournment

- a. Mike shared that the 2019-2020 SPARK Annual Report was released in early November and can be found at <http://indianaspark.com/spark-annual-report/>.
- b. SPARK has also added a page to their website for Partner Resources, which includes a communications toolkit for My SPARK Learning Lab: <http://indianaspark.com/resources-for-partners/>.