Service Delivery Area 5
Regional Advisory Council
Meeting Summary November 17, 2020

View the recording of this meeting here: https://youtu.be/Jn2jVsTZlC4

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 5's new Vice Chair, Ann Feldhaus. SDA 5's Chair, April Pagel, had a conflict and was unable to attend.
   e. Ann 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: Ann Feldhaus, Dawn Maier, Debbie Beeler, Della Micco, Jamie Madigan, Jessie Davis, Maria Wynne, Sue Ragains, and Terry Green.

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. Ann summarized the feedback/recommendations made by the Council in September related to mandatory trainings and the Paths to QUALITY™ (PTQ) Rating Procedure.
      iii. When asked for further feedback about how mandatory trainings could be better labeled or organized in Indiana Learning Paths, members provided the following comments:
         1. Members shared that it is easy to find the mandatory training section, but it can be difficult to find the numbers for the required modules.
         2. Members shared that it would be helpful for administrators to be able to assign trainings to their staff from their account.
         3. Mike provided clarification that the current mandatory trainings in this section are those required for licensure specifically.
         4. Members discussed that it would be helpful to have subcategories or tags, such as:
            a. New teacher trainings.
            b. New director trainings.
            c. Trainings required by program type: Trainings required for licensed centers; Trainings required for licensed homes; Trainings required for registered ministries, etc.
         5. It was suggested that SPARK discuss this topic with Program Engagement specialists at the local CCR&Rs, as they help guide emerging providers to find these trainings.

    iv. When asked for further feedback about how SPARK can help make programs feel more confident going into their PTQ rating visit, beyond having a coach on site, members provided the following comments:

1. Question: Do new programs who are just starting the PTQ process have access to any additional support?
   a. Answer from Mike: They have access to the same supports as all other programs (calling the Help Desk, emailing PTQ@indianaspark.com, using the I-SAT, etc.). SPARK is exploring the possibility of establishing enrollment and/or advancement cohorts as an additional support for programs.
2. Members acknowledged that it will take time for programs to get used to the new system, which is more provider-driven. RAC members would be interested in seeing data about how programs are currently taking advantage of the SPARK services and supports that are already available to them.
3. Question: Does the PTQ reminder email prompt programs to take the I-SAT?
   a. Answer from Mike: Not at this time. There was initially a lot of confusion between the I-SAT and the PTQ Readiness Checklist. We've created an intentional divide at this point to not add to that confusion.
4. SPARK would be interested in hearing suggestions from the RAC about what scaffolding support they can provide to programs as they get used to the new system.
5. Members requested that this item stay on the agenda for the next meeting, to allow for further discussion.

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: Who has access to the I-SAT (license holders, directors, etc.)?
        a. Answer from Mike: The I-SAT is intended to be completed by the pedagogical or business leader within a program. However, anyone can access the I-SAT. SPARK reviews submitted I-SATs to ensure that they are completed and submitted by the appropriate program leader.
      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. Kim shared that SPARK is focusing on how to get the message out about My SPARK Learning Lab and the I-SAT. 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.

5. Public Comment
  a. No additional public comments.

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:
    i. Old Business:
      1. RAC members suggested that it would be helpful to have subcategories for mandatory trainings in Indiana Learning Paths (New teacher trainings, New director trainings, Trainings required for licensed centers, Trainings required for licensed homes, etc.).
      2. RAC members would like to continue to discuss how SPARK can make programs feel more confident going into the PTQ rating visit, beyond having a coach on site (such as having cohorts or peer mentoring, etc.). As providers get used to this provider-driven system, the RAC is interested in seeing data related to how programs are currently accessing SPARK's various services (Number of Help Desk calls, number of chats, number of I-SATs submitted, number of articles favorited, etc.).

7. Future Meeting Schedule
  a. February 16, 4:00-6:00pm EST (Virtual)
  b. April 20, 4:00-6:00pm EST

    c. August 31, 4:00-6:00pm EST

8. **Agenda Items for February**
   a. RAC members would like to keep mandatory trainings and the PTQ rating procedure on old business, to discuss further in February.
   b. RAC members would like to receive a data update on the following topics:
      i. The number of calls to the Help Desk, and any other relevant Help Desk data.
      ii. Data for My SPARK Learning Lab (Number of I-SATs submitted, number of clicks on articles, number of favorited articles, number of chats, other relevant data).
   c. RAC members would like to discuss how SPARK can better collaborate with the local CCR&R and other system partners, and to discuss the role each partner plays.

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/. RAC members are encouraged to review it, as the report identifies priorities for the coming year that may inform the RAC's discussions for the coming year.