

**Service Delivery Area 1  
Regional Advisory Council  
Meeting Summary February 17, 2021**

View the recording of this meeting here: <https://youtu.be/5yYyxPnuQEY>

**1. Call to Order and Meeting Overview**

- a. SDA 1 RAC Chair, Jeannine Hornback, made welcoming remarks orienting participants to the purpose of the Regional Advisory Council (RAC) meeting, called the meeting to order, provided an overview of the agenda items and meeting goals, and discussed meeting systems and procedures.

**2. Introductions**

- a. Members introduced themselves by sharing their name and professional role.
- 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 November related to fingerprinting, My SPARK Learning Lab (MSLL). Mike Bachman, SPARK Project Director, gave an update regarding the SPARK fingerprinting resource and Paths to QUALITY (PTQ) procedures. Kim Hodge, Deputy Director of Operations and Strategic Integration, gave an update regarding Help Desk operations.
  - iii. Questions/feedback from RAC members and the public:
    1. Sherry Searles shared that they partnered with Identogo to open a fingerprinting location in Kosciusko County. If others are interested in learning more about this process, they can go to <https://www.identogo.com/partners>.
    2. It would be helpful to have buttons/links in the emails that get sent regarding PTQ rating visits. Those buttons/links would take you to pages on the website that have information based on the age groups a program serves. From there, the provider only has to select the age groups they serve. This would be more efficient than trying to customize every email sent. Be sure to draft user-friendly language so providers understand how to choose the right button and why to click each button.
    3. What supports are in place to make sure “support in progress” status Help Desk callers get resolution to their inquiry?
      - a. SPARK implemented Salesforce and can now set up workflows that can help the team add reminders and what they need in order to work effectively.
      - b. Coaches have processes and procedures set up that they use to help resolve Help Desk inquiries.
      - c. Please let SPARK know anytime you’re still waiting on a response or are unsatisfied with your interaction with SPARK.

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- d. The largest portion of the unresolved cases require multiple revisions, including emails back and forth, meaning the inquirer has started receiving support, even though the case hasn't been resolved yet.
- 4. What are the PTQ calls about?
  - a. SPARK now has a new team member who is providing subject matter expertise and training to the Help Desk team, which is helping immensely.
  - b. RACs have given us good information for how to make PTQ info more consumable /
  - c. SPARK is currently interviewing for a new position—leadership and development specialist. Making PTQ an easier process for providers is one of their responsibilities.
  - d. Two documents are called PTQ checklists—the Confirmation Checklist and Readiness Checklist. Revising the name(s) would alleviate some confusion.

**4. SPARK Project Spotlights & New Business**

- 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. Kim shared information about MSLL and I-SAT enhancements. SPARK is preparing to launch a new feature called Groups, which is like NAEYC HELLO. It is not an app on your phone, rather it is a new menu option in MSLL. You can get email notifications (either daily or weekly) so you know when new content has been added, and you can just reply to the email in order to post rather than having to log into the system.
  - i. SPARK will plant the seeds for some discussion, and providers can also start their own discussions. SPARK will do polls and get your feedback during the testing phase with RACs.
  - ii. SPARK will collect questions from Help Desk to inform Groups discussions.
  - iii. The RAC recommended SPARK explore cross-state conversations. Even though there are different regulations in different states, it could be great to have these broader discussions.
  - iv. It could be good to have a Group for directors in their first year. Providing this support to people in their first year will help increase our statewide capacity to serve more children.
- c. CPR: RAC members discussed that it is inexpensive to become a certified trainer, but the materials can be expensive. The cost of liability insurance can be prohibitive.
  - i. Licensing regulations come from state law, and that is where the requirement for annual CPR certification comes from.
  - ii. SPARK may be able to help facilitate local connections, such shared storage of mannequins, etc. Perhaps some kind of shared services model could decrease insurance costs. Explore partnering with Head Start, United Ways, early learning coalitions, CCR&Rs, community foundations, higher education, etc.
  - iii. Early Learning Indiana currently has a shared services grant application open: <https://earlylearningin.org/stronger-together/>
  - iv. If communities want to explore options of doing the book work online and doing the skills test in person, you should contact FSSA to ensure what you're planning will meet licensing requirements.

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- d. Modules 1-4: The modules were designed to meet specific federal requirements. SPARK would have to check regarding what content could be modified—only the content added by Indiana that does not specifically relate to the federal requirements could be changed.
  - i. Maybe SPARK could think about how to build on the modules with more advanced content, rather than change them. For instance, a possibility is adding modules 5-6.
  - ii. There are things the current modules don't address, such as developmentally appropriate practice, everything you need to know about sanitation.
  - iii. It may be helpful to have a track or course of trainings that is a comprehensive orientation for new staff. The Leadership and Development Specialist will be able to help with this, as well as thinking through a course of trainings that new directors need.
- e. RAC members asked if it is possible to change the names of trainings or make them easier to find. Mike explained that SPARK doesn't own everything in Indiana Learning Paths (ILP), so partners would have to be consulted for some changes. The system uses the exact name of trainings in order to let licensing consultants know a course has been completed, so many names can't be changed. There is a new tech vendor for FSSA that will be building a new learning management system and integrated database.
- f. RAC members discussed COVID-19 vaccines. Details can be found on the presentation slides on SPARK's website and below in the Agreements and Action Items section.

**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. Safe Sleep: RAC members wondered if SPARK could share the updated safe sleep resources with partners, such as the health department, clinics, etc. since it's good general information to share.
  - i. Safe Sleep 1 and 2 is now in Spanish; 4 Modules and Child Abuse are being translated also.

**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. Provide buttons/links in the emails that get sent regarding PTQ rating visits. Those buttons/links would take you to pages on the website that have information based on the age groups a program serves. From there, the provider only has to select the age groups they serve. This would be more efficient than trying to customize every email sent. Be sure to draft user-friendly language so providers understand how to choose the right button and why to click each button.
    - 2. Separate the data in the Help Desk Support in Progress category into phone calls and emails (since emails may take longer to resolve while waiting for email replies back and forth).

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3. Change the name of one or both of the two documents that are called PTQ checklists—the Confirmation Checklist and Readiness Checklist. Revising the name(s) would alleviate some confusion.
- ii. New Business
1. Suggestions for Groups: 1) Collect questions from Help Desk to inform discussions; 2) Work toward being able to have cross-state conversations, while also having Indiana-only groups; 3) Create discussions only for people in their first year as director/owner; 4) CPR locations since they change so often; 5) CPR solutions; 6) Vaccine discussion forum with medical professionals
  2. CPR: SPARK may be able to help facilitate local connections, such shared storage of mannequins. Perhaps some kind of shared services model could decrease insurance costs, which can be prohibitive. Explore partnering with and/or seeking funding from Head Start, United Ways, early learning coalitions, CCR&Rs, community foundations, higher education, etc.
  3. SPARK could think about how to build on the modules with more advanced content, rather than change them. For instance, a possibility is adding modules 5-6.
  4. It may be helpful to have a track or course of trainings that is a comprehensive orientation for new staff. The Leadership and Development Specialist will be able to help with this, as well as thinking through a course of trainings that new directors need.
  5. Explore ways to make titles more user-friendly, perhaps making it say “Module 1” instead of the way it reads now, and perhaps removing the tiles so the titles go across the screen which would make it easier to read.
  6. Explore how to share SPARK information and resources to programs in other states.
  7. SPARK support regarding COVID-19 vaccine:
    - a. How can SPARK communicate that “teachers” includes ECE? How can SPARK support program administrators in communicating the importance of getting the vaccine?
    - b. How can SPARK let programs know their options for requiring staff to get a vaccine? Should programs require vaccine documentation once staff has gotten shots? Be mindful of equity issues; not everyone has the same time and reliable transportation to get a vaccine.
    - c. Ask experts like Nancy Ward to do a webinar. Be sure to record those so they’re available on-demand afterward.
    - d. Continue to update vaccine policies as things evolve.
    - e. Caring for children with nebulizers make providers eligible for vaccines.
  8. The existing COVID-19 resources: Some links SPARK has up are no longer valid links (CDC has changed links). SPARK should fix links and/or look for updated resources.
- iii. Think Tank
1. RAC members wondered if SPARK can share the updated safe sleep resources with partners, such as the health department, clinics, etc. since it’s good general information to share.
  2. Challenge to RAC members and members of the public participating in this meeting: Invite someone you know to join the next meeting. Or share the meeting recordings with them.
  3. RAC members request that SPARK bring data on website traffic to SDA pages.



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**8. Future Meeting Schedule**

- a. April 21, 6:00-8:00pm EST
- b. September 1, 6:00-8:00pm EST

**9. Agenda Items for April**

- a. RAC members bring any other concerns they have regarding the current modules 1-4.

**10. Adjournment**