



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
Communication / Engagement	SPARK could create a resource on how program leaders can give their staff time to explore SPARK resources; top 3 things that staff should know / engage with; something that can be formatted to be an email a provider can send personally to people they know. There is a QuickStart guide on the website (http://indianaspark.com/my-spark-learning-lab/) (http://indianaspark.com/wp-content/uploads/2020/10/MSLL-Quick-Start-Guide.pdf).	SDA 2	This idea has been submitted to SPARK's new Leadership & Development Specialist, Nathalia Bustamante, as a resource idea that can be built into a larger module that includes all training and resources (both required and recommended) that new staff should complete to support leaders in orientation.
Communication / Engagement	In order to engage providers who aren't on social media, SPARK will post some information on the community section on SPARK's website. This could include information like the writeup that Darcy is going to provide to Kristi (by late February) about the regional cohort opportunities.	SDA 4	SPARK is exploring the addition of a widget to our website that will provide up-to-date news and information.
Continuing Education Units (CEUs)	Many programs look for trainings that offer continuing education units (CEUs). SPARK is exploring how to support this need and hopes to have more information to share next quarter.	SDA 2	SPARK is working with the University of Southern Indiana to determine if SPARK learning opportunities could be approved for CEUs through the University. We have submitted content to USI who is currently reviewing. This will be at a cost to the program, but we hope that this fee is nominal and definitely cheaper than other sources for CEUs.
COVID-19 Resources	Some links SPARK has up are no longer valid links (CDC has changed links).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.	SDA 1	The links that were identified in My SPARK Learning Lab have been corrected. Anytime you find a bad link or have feedback on the My SPARK Learning Lab content, please email RAC@indianaspark.com and we will address as soon as possible.



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
COVID-19 Vaccine	SPARK support regarding COVID-19 vaccine: 1) How can SPARK communicate that “teachers” includes ECE? How can SPARK support program administrators in communicating the importance of getting the vaccine? 2) How can SPARK let programs know their options for and the potential legal consequences of 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. 3) Dispel misinformation. Ask experts like Nancy Ward to do a webinar. Be sure to record those so they’re available on-demand afterward. 4) Provide policy templates. MSLL could link to IDOH sites. Continue to update vaccine policies as things evolve. 5) Caring for children with nebulizers make providers eligible for vaccines. 6) Provide vaccine information in one centralized location.	SDA 1, SDA 2	The Early Childhood Workforce is now eligible for both federal and state vaccination programs. Eligibility is being highly promoted throughout national and local news. SPARK is interested in understanding if there is anything else that we can do here. Please email RAC@indianaspark.com with any other needs.
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.	SDA 1	SPARK will continue to explore partnerships and options.
Data	Report on how many programs are engaged with SPARK. Look at the various tier assignments by county so we can identify gaps.	SDA 4	SPARK will make this data available at our next quarterly RAC meeting.



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
Data	SPARK can bring data related to the 5 objectives outlined in the SPARK annual report and progress toward objectives, including PTQ data and Help Desk data.	SDA 5	SPARK will make this data available at our next quarterly RAC meeting.
Fingerprinting Regulations	Mike will confirm whether or not child care workers who are switching to working in a different program need new fingerprints if they haven't been unemployed by a child care provider for a period of 180 days.	SDA 4	Fingerprints are portable between early childhood programs within the state of Indiana, meaning that if a person has a viable fingerprint in the last three years and has been employed in an early childhood program within the last 180 days (after 180 days of not being employed in a early childhood program, the fingerprint is no longer good), a new fingerprint is not required at the time of hire. The program leader who has "Manager" rights in I-LEAD, logs into I-LEAD and selects "Add Educator" which allows them to add the new hire to their program. Then the leader updates the new hire's type (position), enters their PERSONAL EMAIL, and hire date. After doing so, the new hire receives notification and must complete the Consent process, but NOT the fingerprint process.



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
Groups	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; 7) New Directors (divided into homes, ministries, centers, etc.); 8) NAEYC-accredited programs; 9) Separate groups for homes, ministries, centers, etc.; 10) Affinity groups like Montessori, Reggio, nature-based play; 11) School-age support; 12) Specific groups like On My Way Pre-K programs in SDA 5; 13) Kindergarten Readiness Indicators (KRI); 14) What are the parameters for allowing system partners to join Groups that are intended for providers, so that partners can also benefit from the discussions; 15) Allow for new groups to be formed, such as those inspired by conversations happening during professional development (PD)	SDA 1, SDA 5	SPARK is busy synthesizing all of the feedback we have received in the testing of our Groups feature of My SPARK Learning Lab. Using this feedback, we will determine our best use of the feature and launch in April 2021. Thank you to all who participated and we look forward to seeing you in Groups!
Help Desk Data	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).	SDA 1	SPARK can make this data available to RACs that are interested as soon as April 2021.
I-LEAD	SPARK will ask partners about how programs can get more information on the process for consent forms.	SDA 3	OECOSL is launching a communications campaign to support programs with both the Consent and Fingerprinting process in the spring of 2021. For more information, be sure to opt-in for OECOSL's text messaging service by sending the text message "Updates" to INKIDS or 4653437.



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
I-LEAD	SPARK will ask OECOSL if users can start changing/updating their email addresses.	SDA 3	A limitation to the I-LEAD is that an email which is used to create an I-LEAD account and then log-in thereafter cannot be changed. An email that is located in the contact information of a staff person can be changed at any time. If a user has multiple accounts under multiple email addresses, the training records in Indiana Learning Paths for the various accounts can be merged under one account. To have this done, please contact the Early Learning Indiana Solution Center using the Brighter Futures Hotline at 1-800-299-1627.



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
I-LEAD	Could all the PD certificates that staff earn outside of I-LEAD be uploaded into I-LEAD so there would be an electronic record of that completed PD?	SDA 5	This option is available in Indiana Learning Paths, just follow these steps: 1) Log-in to I-LEAD and click the "Start Your Indiana Learning Path" button. 2) Using the navigation bar on the left side of the screen, click "My Certificates". 3) When the page opens, under the blue heading "My Certificates" there are two tabs. Click the "Transcript" tab. 4) Click on the "+" symbol and the text "ADD EXTERNAL REPORT DATA". 5) On the next page enter all the information for the learning opportunity that is being uploaded. In the middle of the page, click the green button "CHOOSE FILE", locate the certificate file on your computer and upload. The learning opportunity and certificate will now appear on the Transcript screen. PLEASE NOTE - Professional Development added using this process is NOT visible to OECOSL's Licensing Consultants or the Paths to QUALITY Raters. A program leader can, however, use the Transcript feature as an electronic record to demonstrate compliance and sufficiency with licensing and Paths to QUALITY.
I-LEAD	Perhaps SPARK could provide a service where a program calls the Help Desk, gives information over the phone, and a Help Desk rep creates an I-LEAD account for a staff member, in order to cut down on programs having to deal with access issues in I-LEAD.	SDA 5	SPARK is interested in supporting the administrative and "back office" needs of programs, so leaders can spend more time being the pedagogical and business leaders of their programs. We have added this recommendation to a short list of possibilities that we will explore over the next 3 to 6 months.



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
I-LEAD	SPARK can communicate to partners that changes are made in I-LEAD all the time that aren't communicated to programs or even to licensing consultants. One issue is fingerprinting procedures, and one potential solution is that SPARK could send out an email to say it's time to do consent forms and these are the steps for how you do it.	SDA 5	SPARK is interested in supporting the administrative and "back office" needs of programs, so leaders can spend more time being the pedagogical and business leaders of their programs. We have added this recommendation to a short list of possibilities that we will explore over the next 3 to 6 months.
Indiana Learning Paths	Regarding the short video about ILP filter functions, SPARK should send an email blast to program directors and partners.	SDA 3	We are currently onboarding Nathalia Bustamante, Leadership & Development Specialist, and have added this project to her queue. We expect short tutorial videos and supporting content to be developed and deployed by the end of 2021. We will communicate deployment when complete.
Indiana Learning Paths	Create resource (a short video) to explain the Manager feature, including how to assign trainings to program staff.	SDA 3	We are currently onboarding Nathalia Bustamante, Leadership & Development Specialist, and have added this project to her queue. We expect short tutorial videos and supporting content to be developed and deployed by the end of 2021.
Modules 1-4	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.	SDA 1	SPARK continues to explore ways that we can "bundle" learning opportunities and resources into a Collection. We will review the modules 1-4, align to the ISAT to understand that practices that they are supporting then look across the continuum to see what comes next.



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
Other States	Explore how to share SPARK information and resources to programs in other states.	SDA 1	We do this in several ways. 1: We are part of a national Community of Practice where we share our work. 2: We are actively making connections with states with a lens towards expansion and share. 3: We are piloting our work and resources in Project Breakthrough in Nebraska. 4: We are part of the national conversation through convening - one recent webinar and one upcoming.
Partnerships	Create SPARK Partner cheat sheet or “map.” FAQs that may need to be answered by the cheat sheet include: 1) If you have a 2Gen question, contact UWCI; 2) What services does Child Care Answers provide 3) Where to go with infant mortality concerns 4) For overlapping services, when do programs go to SPARK or a CCR&R	SDA 3	This request has been submitted to our Leadership & Development Specialist and it has been added to her queue for creation. SPARK will provide an update on development in September.
Partnerships	SPARK will look into partnering with CCR&Rs to compile resources, such as where the workforce can get CPR training, TB tests, etc.	SDA 4	SPARK engaged our partners at the Child Care Resource and Referral agencies. Many of the CCR&Rs have information on how and where to access many of the pre-employment activities listed in the RAC meetings.
Paths to QUALITY	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.	SDA 1	SPARK is updating our Paths to QUALITY website page to include many new features and useful information. This feedback has been embedded. The new page should be live in April 2021.



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
Paths to QUALITY	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.	SDA 1	We appreciate the suggestion and will explore the possibilities. There are some larger system consequences to changing the names of these documents, so we want to be very thoughtful and critical before doing so to ensure a seamless transition.
Paths to QUALITY	RAC members would like SPARK post PTQ insufficiency data publicly (on SPARK's website). SPARK will confirm with OECOSL that this is acceptable.	SDA 4	SPARK can continue to give updates to interested RACs at RAC meetings, but unfortunately we are unable to post this data publicly.
Professional Development	PD regarding how early learning staff can be a professional: a. How to speak to parents in person and on the phone; b. Not using Snapchat in the classroom; c. Presenting your appearance professionally (not looking like you just rolled out of bed); d. Understanding the line between being a professional and a friend to a parent, including on social media; e. How to advocate for yourself as a professional and how to speak about your profession in a way that promotes the cause of valuing early learning; f. SPARK is building more advanced PD opportunities using NAEYC's code of ethics and thinking about how it aligns with NAEYC's equity statement.	SDA 5	This has been submitted to our Content Development Team for consideration as a Principles of Professionalism Collection that would include the learning objectives recommended as well as resources to support practice.
Safe Sleep Resource	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.	SDA 1	SPARK is currently exploring how we can leverage our relationships with community organizations and coalitions to assist in the distribution of our resources. We appreciate the recognition for the quality of our Safe Sleep materials.



SPARK Regional Advisory Councils February 2021 Recommendation Summary

Topic	Recommendation	SDA(s) that made the recommendation	Action Plan identified by SPARK Leadership Team
Training Titles	Explore ways to make titles more user-friendly, perhaps making it say "Module 1" up front instead of the way it reads now, perhaps numbering all trainings, and perhaps removing the tiles so the titles go across the screen which would make it easier to read.	SDA 1, SDA 3	SPARK continues to explore how we can make our learning opportunities more accessible. There are many implications to changing the title of a training that must be considered due to multiple databases talking to each other and using the data in various ways. We understand the concern and hope to find a way to address the issue.
Training Tracks	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.	SDA 1	This has been submitted to our Content Development Team for consideration as a Joining the Early Childhood Collection that would include the learning objectives recommended as well as resources to support practice.
Unmet Needs	1) Staff: teachers and assistants (permanent staff, not subs); 2) Low pay is a huge problem. How can SPARK support programs in saving on their costs, rather than raising tuition, including exploring shared services.; 3) There is a need to advocate for the profession at the state level, including advocating for additional funding. Since SPARK can't do advocacy, SPARK can connect providers who want to advocate to INAEYC and other partners.; 4) Ask partner agencies to ask providers what they need and report that back.	SDA 5	SPARK will use this data to continue developing relevant learning opportunities and resources for programs throughout our state.