



## Service Delivery Area 2 Regional Advisory Council Meeting Summary April 13, 2022

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

1. Call to Order and Meeting Overview:
  - a. SDA 2 RAC Chair 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 goals, and discussed meeting systems and procedures.
2. Introductions:
  - a. Members introduced themselves by sharing their names and professional role.
  - b. Members present included: Brad Hand, Madi McCloskey, Vendredi Buggs, Natalie McIntire, and Allison Hills.
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.
  - b. 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/>. In addition, you can find more information about these recommendations and updates on the [SDA 2 website](#) and in the meeting slide deck.
4. New Business
  - a. DRAFT Updates Early Learning Foundations, Indiana Department of Education Office of Teaching and Learning: Below is the overview of proposed updates (Information on the video starts at mark 20:12).
    - i. Addition of one new Science Foundation and a variety of indicators
    - ii. Realignment with the 2020 Indiana Academic Standards
    - iii. The notation of Foundations topics aligned to Skills, Knowledge, or Behavior (SVB) items in the ISPROUT assessment
    - iv. Streamlining and clarifications of the Social Studies and Creative Arts topics
    - v. Increasing Foundations accessibility through screen readers readability improvement.
    - vi. Ensuring that language is inclusive toward all providers and children, easily understood, and incorporates up-to-date terminology
    - vii. The addition of the following competencies under the Kindergarten Standards column: Mindset, Collaboration, Critical-Thinking, Connection, Insight, Regulation, and Sensory-Motor Integration
    - viii. For additional support, please see the [Foundations Guidance in the Indiana Learning Lab](#); this guidance is a resource for education to support and enhance children's learning and development while using the Foundations and is meant to serve as a suggestion for practice from birth to age five.
  - b. OECOSL Provider Recognition Program:
    - i. To acknowledge the hard work and dedication of Indiana's early education teachers and out-of-school-time professionals, OECOSL released an opportunity for colleagues, families, and system staff to nominate those who showed exemplary skills and are making a difference in their community.
    - ii. In this initial round, over 200 nominations were received. As a result, we are pleased to recognize individuals throughout the state with the Outstanding Educator Award Certificate and funds to purchase additional materials for their classrooms.



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1. Congratulations to Dawn Kloter and Kristy Jensen for your dedication to the children, families, and ECE community.
- c. Post Build Learn Grow Stabilization Grant Updates:
  - i. RAC Members discussed post-grant needs and best practices. The conversation has been mainly about the grants and application process. SDA 2 moved the conversation from securing the funding to discussing ongoing grant documentation, business ownership, and stewardship practices for sustainability.
  - ii. RAC Members engaged in zoom polls and the following discussion questions:
    1. Q1) What challenges are you and your peers facing post-grant
      - a. RAC members discussed that families' financial needs are still high, that staffing is still the top issue, and that the waiting list is growing; however, there are not enough staff to support the demand.
    2. Q2) What resources or tools are you wishing you had access to?
      - a. RAC members discussed the option of a substitute pool for staffing issues across the SDA and the state.
      - b. RAC members discussed becoming a registered business, especially around registered businesses for ministries, and the need for additional tools to support that strategic planning process.
    3. Q3) What is the best advice, support, or resources you have been given? Below is a summary of the RAC member discussion:
      - a. A provider can take the grant dollars to facilitate a week-long staff training. This program also updated much-needed facilities improvements to help provide the best work environment possible.
    4. SPARK shared the following information:
      - a. Intensive business support is available in the My SPARK Learning lab, upcoming LIVE resources, and Business Cohorts.
      - b. Interested programs may contact [BusinessSupport@indianaspark.com](mailto:BusinessSupport@indianaspark.com) to get more information and enroll.
- d. I-SAT Revisions & Assessment Discussion
  - i. SPARK is reviewing and updating the I-SAT assessment through the remainder of 2022. They seek feedback and discussion from the RAC as they go about this renewal. SPARK reviewed the timeline and project vision and asked for input from RAC.
  - ii. RAC members took an I-SAT revisions zoom poll and answered the following discussion questions to assist and advise SPARK.
    1. Q1) What assessment tools are you currently using?
      - a. RAC Members used the following assessment: I-SAT, PTQ checklist, and family surveys.
    2. Q2) What do you like about your current assessment tools?
      - a. RAC members provided feedback in the chat.
    3. Q3) What do you dislike about your current assessment tools?
      - a. RAC members dislike the definition of terms or the technical Early Education language as it is not family-friendly.
      - b. Members also feel undereducated on adequately using and incorporating the assessments within their lesson planning.
      - c. A RAC member who recently started a program acknowledges that there are not a lot of startup or business model support tools.
      - d. Finally, a RAC member shared that there are few resources for implementing and using impact assessments.
    4. Q4) What are your expectations of an assessment tool?



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- a. RAC members believe assessments are tools for driving quality, training, and support staff.
- e. The State of *Paths to Quality*
  - i. Background Information
    1. There are an estimated 400 programs that have an expired PTQ rating statewide. SDA 2 Data has 66 programs with expired PTQ ratings (28 Licensed Center, 24 Licensed Home, 8 Ministry, 2 Center Exempt, and 4 Local Education Agency).
    2. The loss of PTQ ratings affects programs in various ways, such as a reduction in funding and recognition of quality programming throughout the state.
  - ii. SPARK clarified the current PTQ Rating Process
    1. First, know your expiration date.
    2. Second, self-assess your program using the applicable Readiness Checklist found on I-LEAD in "My SPARK Learning Lab."
    3. Third, complete a Confirmation Checklist, which can also be found on "My SPARK Learning Lab."
    4. Fourth, send the completed Confirmation Checklist to [PTQ@indianaspark.com](mailto:PTQ@indianaspark.com)
    5. Finally, a SPARK coach will review the checklist and respond when the rating has been requested or with any questions or additional information.
  - iii. PTQ Expiration Communication Process
    1. PTQ Rating Expiration Communication
      - a. Programs scheduled to expire in 6 months, three months, and 60 days receive an email and text message from OECOSL.
      - b. Programs that have expired will receive a mailed letter informing them and providing options, including support with making their rating request.
      - c. If the expired program does not respond after receiving the letter, a SPARK Coach will attempt to contact them by phone and email.
      - d. If the program does not respond, the program is automatically decreased to Level 1.
  - iv. Paths to Quality Discussion
    1. The RAC members have presented the following questions: What challenges are you and/or your peers facing? How do you currently prepare and support your program throughout the PTQ process? How would you like SPARK to contact you regarding your expiration date if this was your program?
      - a. RAC members requested a resource or support in clarifying the process and finding the correct department for increasing their CCDF reimbursement rate for increased funding after a change in PTQ rating.
        - i. SPARK does not manage this process but will take this feedback and share it with our partners. In addition, SPARK will think about what resources could support providers to complete increasing funding.
      - b. A RAC Member asked if they need to subscribe to receive the text messages and email communication for PTQ?
        - i. SPARK clarified this is not like the "Monday Must Know" text message system. However, because the state does regulate the license, they are using the information on file associated with the program. Therefore, the phone number and email on file attributed to your program must be the appropriate contact information.
      - c. A RAC Member wanted to understand what types of insufficiencies will cause them to drop a level. An education-related insufficiency will be



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handed off to INAEYC to assist the program. SPARK will support the program with all other insufficiencies.

- i. SPARK will review PTQ resources and clarify information around training for staff. If the program does not meet the training standard when they submit for rating and continue to train, the training will count for the following year.
  - d. A RAC Member requested spark to add mailing to programs about their PTQ date earlier in the process. I-LEAD can list more than one administrator to receive the information regarding PTQ.
  - e. RAC Members talked about the education and training piece for staff for PTQ.
    - i. SPARK encouraged providers to continue to request rating visits even during this challenging staffing environment. There are ways to support programs.
    - ii. Once a program asks for a rating and submits the PTQ confirmation checklist to SPARK, the program should ensure all team members have the appropriate training hours on the day of the submitted request.
      1. After a program submits the PTQ confirmation checklist, they can not continue to do training for the requested period. If they continue to train, it will go to the following year.
      2. SPARK process your request for PTQ rating within 24 hours.
  - v. SPARK resources for PTQ
    1. SPARK Business Resources & Programming: PTQ Training Calendar, My Spark Learning Lab PTQ Resources, or Join a PTQ Cohort.
    2. SPARK Support:
      - a. Paths to QUALITY: <https://indianaspark.com/ptq-supports/>
      - b. Contact out Path to Quality Support team at [PTQ@indianaspark.com](mailto:PTQ@indianaspark.com)
      - c. Call SPARK Help Desk
  - f. Mental Health Program Updates
    - i. Provider Support Groups
      1. 12 weeks of group consultation with an LCSW
      2. Up to 30 professionals per group
      3. The third round to begin on April 25, 2022
      4. Tuesdays at 2 PM & 4 PM EST, Wednesdays at 2 PM EST, and Fridays at 2 PM EST
      5. How to sign up? <https://indianaspark.com/wellness-and-mental-health-support/>
    - ii. Employee Assistance Program
      1. Will be available for Indiana's entire ECE & OST workforce
      2. The launch is targeted for the beginning of May 2022
      3. Where to find information: <https://brighterfuturesindiana.org/build-learn-grow/building-wellness>
- ### 7. Public Comment
- a. Invite public comments and questions that have not been covered by an agenda item. Attendees are encouraged to enter comments/questions into the Zoom chat if they are more comfortable.
    - i. No additional public comments
- ### 8. 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. SPARK to create a post-PTQ resource on how to increase funding after the rating increase.



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- ii. Spark to align and review the PTQ resources around level and accreditation requirements
  - iii. Spark to add additional mailings earlier in the PTQ notification process. Such as a mailing in during the 30-90 day window.
- 9. Agenda Items for Next Meeting
  - a. SDA 2 RAC Meeting will be on September 14th, 2022, at 7:00 EST.
    - i. A hybrid meeting option will be available. The meeting location will be established and posted online.
  - b. The RAC members had no additional comments or agenda items for the next meeting.
  - c. Stay Connected with SPARK
    - i. Sign up for the SPARK newsletter: <http://indianaspark.com/>
    - ii. SPARK Group Features
    - iii. Follow SPARK on social media!
      - 1. [Facebook](#)
      - 2. [Twitter](#)
      - 3. [Instagram](#)
    - iv. Email [RAC@indianaspark.com](mailto:RAC@indianaspark.com) with questions
- 10. Adjournment