

# Welcome to the SDA 3 RAC Meeting!



# Purpose

SPARK needs you, your time, and your voice.

The purpose of the Regional Advisory Council is to strategically aid and advise SPARK Learning Lab about our services, so we can better support those who support Hoosier children and families.

We know your time is precious and thank you for joining us tonight.



# These Hoosiers are worth it...

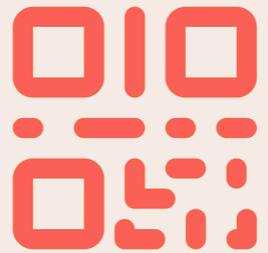


# Meeting Overview

- Review Old Business
- New Business
  - OECOSL Provider Recognition
  - RAC Member Transitions
  - Early Learning Marketplace Update
  - Child Care Answer New Resource Teaser
  - Diversity, Equity, and Inclusion
  - Coach Engagement
  - ISAT
- Public Comment
- Agreements and Action Items
- RAC Updates from around Indiana
- Agenda Items for Next Meeting
- Adjournment

*\*Public comment will be heard after each agenda item*

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#4291382

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# Welcome & Introductions

Please leave in the chat:

- Name
- Organization
- Role
- If you are RAC member



## Review Old Business

- At the beginning of each meeting, the Council reviews action items and recommendations from the previous meeting and discusses progress made
- View meeting minutes for each SDA on the SPARK website  
<http://indianaspark.com/regional-advisory-councils/>



**SPARK**  

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**LEARNING LAB**

**New Business**

# OECOSL PROVIDER RECOGNITION



# Provider Recognition

- OECOSL received nearly 150 hundred nominations for round two! After removing ineligible providers and repeat nominations, we ended up with 135 providers.
- Providers went through a review process by OECOSL with assistance from SPARK, and IN AEYC.
- Providers recognized will be receiving either \$1000 or \$500 in materials for their classrooms.

# SDA3: Provider Recognition

CONGRATS.....

Christie Phelps

Alethia Minzlaff

Karen Crawford

**“It takes a big heart to shape little minds.”**



# RAC MEMBER TRANSITIONS

# Thank You RAC Members

- Alexandra Hall
- Diane Pike
- Katie Nienhaus
- Starla Haggard
- Vivian Brown
- Yewande Aluko



# Welcome New Members

- Elizabeth Guynn
- Terika Westbrook
- Fabiha Islam
- Marlo Allen
- Daphanie Hollins
- Ellise Johnson
- Camelia Smith
- Adam Baker
- Sheldon Floyd



EARLY LEARNING  
MARKETPLACE  
UPDATE



# EARLY LEARNING MARKETPLACE

## Introduction to the Early Learning Marketplace



# Marketplace goals

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01.

Design a modernized interface for family decision-making, to amplify family voices and drive demand for high-quality learning options

03.

Serve as a source for provider marketing and reputation building

02.

Provide an accessible way for supply to meet demand, with providers posting current program vacancies and families claiming those seats in real-time

04.

Inform our understanding of program-level enrollment, availability and demand to drive capacity-building efforts and quality initiatives

# Key Marketplace features



## SEARCH

Families search for available programs within their targeted geographies



## SORT

Results can be filtered based on family needs (age groups, payment options, seat availability)

## PURCHASE

Families claim seats in real-time at selected locations





# Benefits of Using the Marketplace

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## For Families

- Provides a one-stop shop to compare programs and view which have openings
- Allows families to message multiple providers with questions, schedule tours and begin the enrollment process

## For Providers

- Provides a digital space to highlight unique program offerings
- Allows providers to easily market available openings and track interested families

Select Language ▾

PROVIDERS ▾

WHY USE MARKETPLACE?

CLAIM PROFILE

LOG IN

TOOLKIT

  
**EARLY LEARNING**  
MARKETPLACE



#### Marketing Support

Customize your professional website so that families can easily find, tour and enroll in your program.



#### Administration Tools

Manage tours, enrollments and waitlists — all in one place and on the go.



#### Enrollment Support

Collect enrollment fees and keep family enrollment information organized.

**Please fill & submit this form  
for each location.**

Email\*

First Name\*

Last Name\*

School Name\*

Mobile Phone Number\*

Zip Code\*

Primary Language\*

Please Select ▾

What is your comfort level with technology?\*

- 1 - Not very comfortable  
 2 - Somewhat comfortable  
 3 - Comfortable  
 4 - Very comfortable

Submit

# Getting Started

From TheEarlyLearningMarketplace.org, select Providers and then Claim Profile.

Complete the form for your program and click Submit.

The next screen will prompt you to create an account with Wonderschool. After doing so, you will answer a few additional questions to build your program listing.





# Additional Resources

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Frequently asked questions:

<https://theearlylearningmarketplace.org/providers/>

Provider toolkit: <https://theearlylearningmarketplace.org/provider-toolkit/>



# EARLY LEARNING MARKETPLACE

# Thank You!

ANY QUESTIONS?

[Marketplace@earlylearningindiana.org](mailto:Marketplace@earlylearningindiana.org)

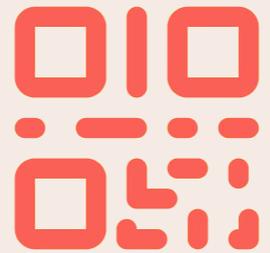
[Support@wonderschool.com](mailto:Support@wonderschool.com)



# DIVERSITY, EQUITY, AND INCLUSION (DEI)



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Join at [slido.com](https://slido.com)  
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**My program is committed to improving diversity, equity, and inclusion practices for families and employees.**

① Start presenting to display the poll results on this slide.

slido



**I am comfortable discussing DEI within my team and program.**

① Start presenting to display the poll results on this slide.

slido



**I feel prepared to incorporate DEI principles and practices into my program.**

① Start presenting to display the poll results on this slide.

slido



**The ECE field has provided high-quality educational resources to promote and support diversity, equity and inclusion.**

① Start presenting to display the poll results on this slide.

# Current DEI Resources



Search...  
[Home](#) [Know](#)

## Knowledge Center Featured Topics



### The Impact of Microaggressions in the Early Learning Environment

Reducing, or altogether eliminating, microaggressions in childcare programs is an important step to building a more inclusive workplace and learning environment. In this course, you will empathize with the harm caused by microaggressions and practice identifying and responding to microaggressions you may witness, experience, or...

17 Views • Aug 16, 2022 • Knowledge

### Non-Dominant Identities in the Early Childhood Environment

In this course, Early Childhood professionals will explore how their identity is formed and how certain identity categories can equate to privilege. Participants will be able to articulate the relationship between identity, power, and privilege and evaluate inequities within the practices and policies of their program.

9 Views • Aug 16, 2022 • Knowledge

### Town Square-Selecting culturally relevant and anti-bias materials for your environment/ Seleccionando materiales con relevancia cultural y anti-sesgo para el cuidado infantil familiar

Family child care environments can and should support a provider's work with young children. The materials within the environments can lead children's learning and invite both children and families to feel welcomed in the home. This module is an introduction to thinking about how to create and choose materials that support an inclusive...



# DEI Discussion



## Question 1- DEI

What are ways SPARK can represent its commitment and dedication to DEI?



## Question 2- DEI

What groups are not represented at the table? How should we go about engaging them?



## Question 3- DEI

What additional resources or supports do you still need access to?



# CHILD CARE ANSWER TEASER

# CCA- TEASER

*Erika Radford*

- New Resource Overview
- Project Expansion Timeline
- RAC Feedback Process

# COACHING ENGAGEMENT



# Question 1- Coaching Engagement

How do providers want to engage or have access to coaches?



## Question 2- Coaching Engagement

Is the ISAT the right gateway to accessing coaching services? Why or why not?

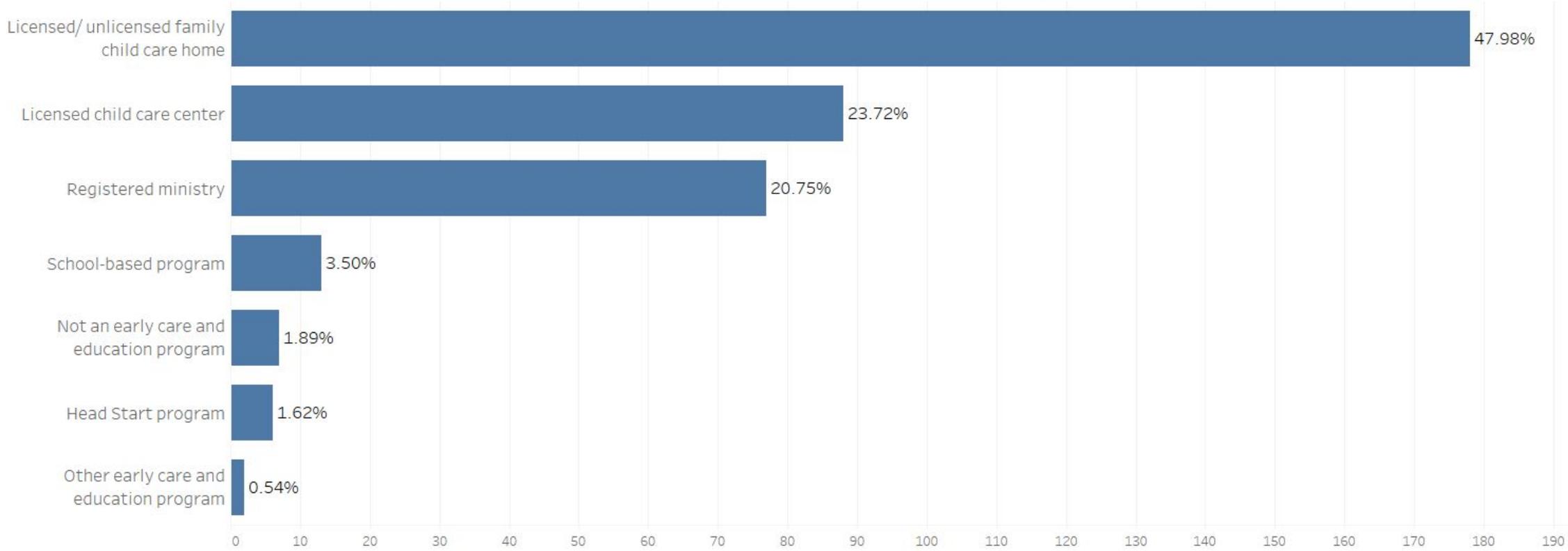


I- SAT UPDATES

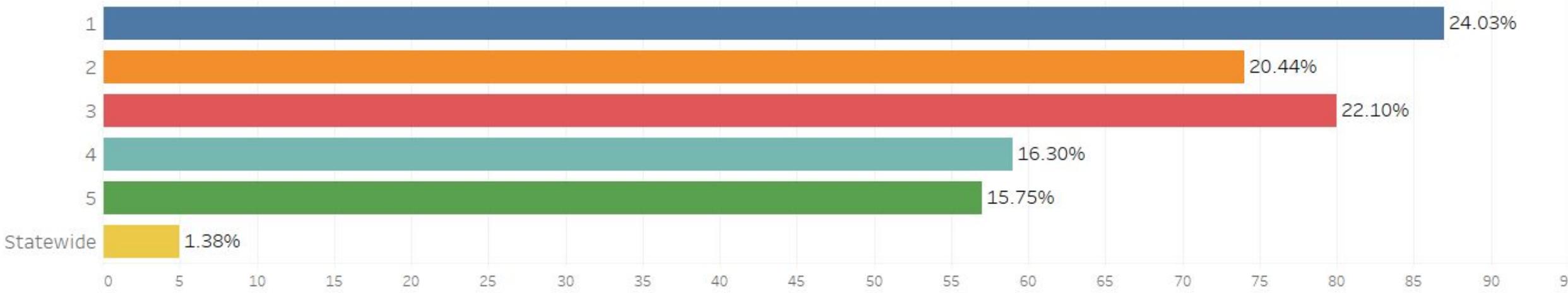
# I-SAT Project Overview

- I-SAT Revision Timeline & Process
  - Three phases that include adding new and combining Quality Items, heavy revision of previous items, and light revisions
  - Survey and Focus Group data informing the revisions
  - Expected release January 2023

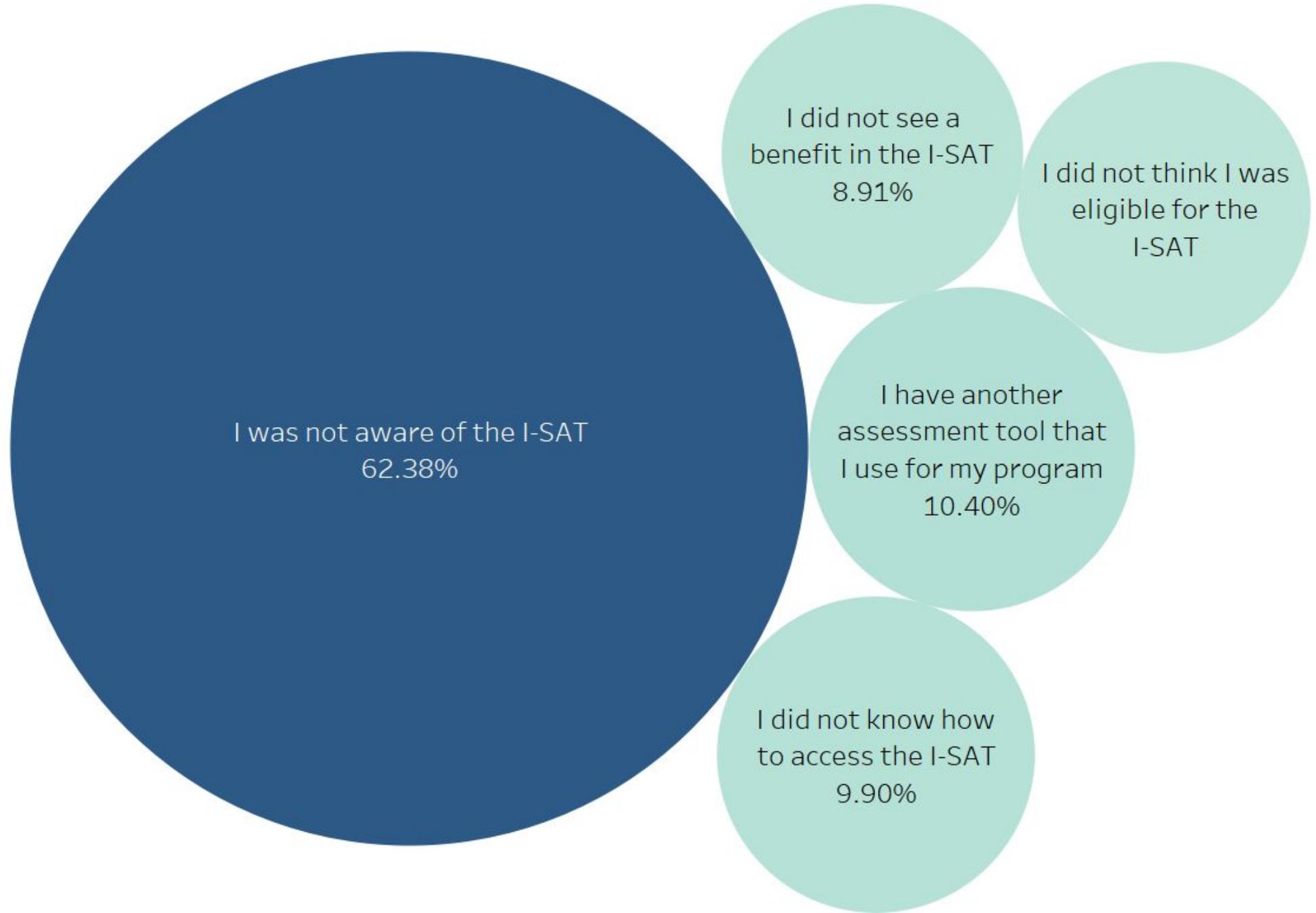
## Most Common Education and Care Program Types



## Good Representation Across All 5 SDAs



## Main Reasons Why Some Have Not Completed the I-SAT



# Biggest challenges related to mental health/wellness support

- The main challenges are staffing and funding. Below are some testimonials from respondents:
  - BLG grant funding for this will only last one school year
  - I do not have the staff or the funding to support my staff in this MUCH need area
  - I don't have the funding or resources to provide support
  - I don't have the staff to provide support
  - I don't know what mental health support my staff need
  - Just making sure they know that there is mental health awareness if they need it for themselves or other family members
  - My teachers finding the time to self care.
  - Resources
  - Staff and funding
  - The mental health support we have is not what we need.
  - There is a stigma around mental health
  - When asked how they are doing, if they are ok, or if they would like to talk, I receive the response, "I'm fine, but thank you."
  - Where would I find staff to work for \$15/hour or less without benefits?

# Biggest challenges related to business support

- The main challenges are funding, hiring/retention, time, and tools/resources/support. Below are some testimonials from respondents:
  - Hiring good staff people that want to work and that you can trust with other people's children
  - Lack of available, quality staff means inability to provide services. Unable to provide services to families and training to staff due to daily staff shortages
  - I need to up tuition to pay teachers what they should get paid- But parents can't afford it.
  - I'll find out more when our cohort starts. But I really don't have time. I am subbing so much, sometimes I barely get the basics done
  - I don't have the tools or resources
  - I don't know who to go to for support

# A New User Experience is Coming!

Follow the path and answer the questions so SPARK can provide you a more personalized I-SAT journey.

- 1 Childcare Atmosphere** 
- 2 Paths to Quality Level
- 3 Program Status
- 4 Coaching
- 5 Business Status
- 6 Learning Method
- 7 Technology

## Which best describes your childcare atmosphere?



**Center-Based**



**Family Child Care Homes**



**Ministry or Faith-based**



**School-Based**

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## Are you part of Paths to Quality?

Yes

No

## What Level?

Level 4



Level 3



Level 2



Level 1



< BACK

NEXT >

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## How would you best utilize your coach?

Growth and Development

Health & Safety

Assessment

Curriculum

Family Engagement

Leadership Development

Organizational Development

< BACK

NEXT >

Follow the path and answer the questions so SPARK can provide you a more personalized I-SAT journey.

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- 6 Learning Method**
- 7 Technology

## What is your preferred learning method?

Mobile

Desktop

Webinar

Download & Print

< BACK

NEXT >



# A New User Experience is Coming!



Watch the How-to Video



View the How-to Guide

My I-SAT Progress

Self-Assessment

Action Planning

Recommended Resources

Trainings

My Account

Logout

## My I-SAT Progress

[View full progress](#)



Childhood and Youth Growth and Development

COMPLETE

2/2



Health, Safety and Nutrition

RESUME

2/4



Observation and Assessment

GET STARTED!

0/2



Learning Environment and Curriculum

RESUME

8/22



Family and Community Engagement

COMPLETE

2/2



Leadership and Professionalism

RESUME

2/4



Organizational Development and Administration

RESUME

4/5

# A New User Experience is Coming!



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View the How-to Guide



## Learning Environment and Curriculum

8/22

My I-SAT Progress

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### Sections within this Unit

#### ✓ Welcoming Environment

[Review item](#)



**Beginning:** Classrooms meet basic health and safety standards including having necessary space per child as required by licensing, no electrical cords/plugs accessible to children, free of clutter/trash, necessary evacuation/emergency signage is posted, etc.

**Developing:** Teachers ensure that the following occurs: -Each child and his/her family are warmly acknowledged upon arrival and departure. -The environment includes representation of each child and family. -A place for storage of each child's personal belongings and possessions labeled with the child's name and a picture. -The classroom is generally characterized by varying sounds and/or comfortable conversations from engaged children and involved adults.

**Emerging:** Plans and environmental accommodations for children with developmental needs are evident in classrooms. Learning environments create opportunities for children to have discussions with teachers or with each other.

**Mastering:** Teachers work as a team to design an environment that protects children's health and safety, helps reduce challenging and disruptive behavior, stimulates group and individual learning, and provides easy access to learning materials and experiences.

**Excelling:** Teachers work regularly with families to identify and implement new ways to represent the child and family's culture in the classroom.



#### Positive Relationships

[Review item](#)



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Quality Item:

Learning Environment and Curriculum

## Nature & Science Materials & Development

▶ Skip Quality Item

⏸ Pause Assessment

▶ Submit Assessment

Beginning

Classrooms have nature/science interest centers that contain 1-2 different items that are available and accessible

Is this consistent and constant practice in your program?

Yes

No

Developing

Classrooms have nature/science interest centers that contain at least three different items that are available and accessibly daily.

Is this consistent and constant practice in your program?

Yes

No

Emerging

Teachers create daily opportunities for science exploration that encourage children to have sensory experiences and to think, ask questions, and make predictions about natural and physical phenomena.

# A New User Experience is Coming!



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## Recommended Resources



### Child and Youth Growth and Development

Why Do They Do That?: Understanding School-Age Development



Read Article

CKC Standard

Child and Youth Growth and Development

Quality Item

Early Learning Foundations

Indiana Early Learning Foundations



Read Article

CKC Standard

Child and Youth Growth and Development

Quality Item

Early Learning Foundations

Discover the Introduction to the Indiana Early Learning FOUNDATIONS on Indiana Learning Paths



Read Article

CKC Standard

Child and Youth Growth and Development

Quality Item

Early Learning Foundations

Introductions to the NEW Indiana Early Learning FOUNDATIONS



Read Article

CKC Standard

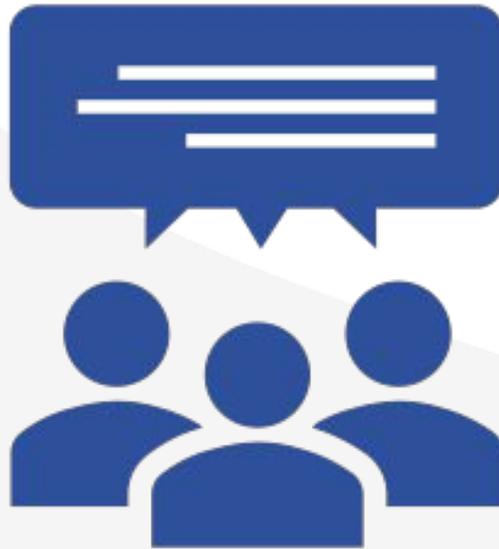
Child and Youth Growth and Development

Quality Item

Early Learning Foundations

# Discussion Question - I-SAT

What did you find interesting about the I-SAT revisions? Do you have any feedback regarding the information shared?



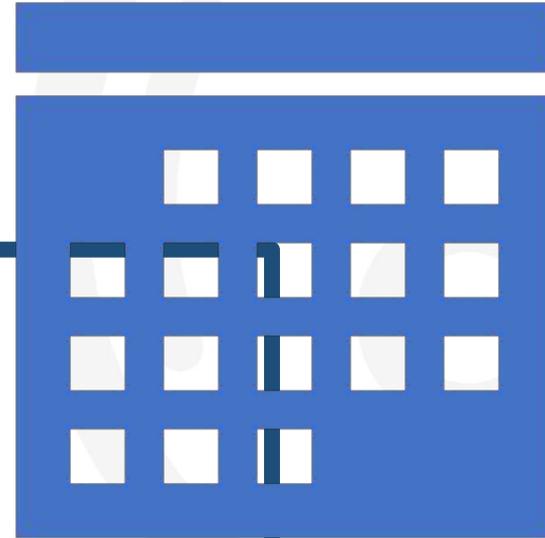
# Discussion Question - I-SAT

Is the I-SAT the right approach or entry point to access SPARK Services? Why or why not?



# RAC INFORMATION

# RAC Information



- Next RAC Meeting @ 12:30- 2:30
  - October 5th, 2022 (HYBRID)
    - Indianapolis Library, Michigan Road Branch
    - 6201 Michigan Road, Indianapolis, IN 46268
  - February 1st, 2023
  - May 3rd, 2023
  - September 6th, 2023

# SDA3 Suggestion Box

- RAC SDA 3 Suggestion Box: <https://freesuggestionbox.com/pub/wjutnlk>
- Send ANONYMOUS comments and suggestions in between RAC meeting.

## Regional Advisory Council Suggestion Box - SDA 3

Someone wants your feedback! Your suggestion 100% anonymous. Learn more by reading our [privacy policy](#).

This suggestion box has been created in response to a request of the SDA 3 RAC in February 2022. It allows SDA 3 RAC Members to submit ANONYMOUS comments and suggestions in between RAC quarterly meetings.

Your suggestion

Submit Suggestion



# Public Comment

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- We want to hear from you!
- What questions/comments do you have for SPARK and the Council?



# Agreements

Based on what has been presented, RAC discussion, and public comment, what suggestions and perspectives need to be captured for SPARK Learning Lab or partners to consider?

- OECOSL Provider Recognition
  - RAC Member Transitions
- Early Learning Marketplace Update
- Child Care Answer New Resource Teaser
  - Diversity, Equity, and Inclusion
    - Coach Engagement

# Agenda Items for Next Meeting



What topics and/or SPARK supports would the Council like to discuss in October?

# Stay Connected with SPARK

- Sign up for SPARK newsletter: <http://indianaspark.com/>
- SPARK Group Features
- Follow SPARK on social media!
  - [Facebook](#)
  - [Twitter](#)
  - [Instagram](#)
- Email [RAC@indianaspark.com](mailto:RAC@indianaspark.com) with questions



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**LEARNING LAB**

**Let's Spark a Conversation!**