

# Welcome to the SDA 5 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 Transition
  - Early Learning Indiana Marketplace
  - Coaching Engagement
  - I-SAT Revision
- 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*

# 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/>



# Old Business – Course Collections

**RAC Members requested that SPARK consider preventing expulsion in part 2 instead of part 3. SPARK looks at the expulsion course objective and reviews the feedback of the RAC and who it is serving, the teacher or administrator.**

Based on the themes for each collection, Preventing Expulsion best fits Part 3. Please note that the collections do not have to be completed sequentially. Programs can have their team members move through the collections as they see fit.

# Old Business – Course Collections

**Based on the above outcomes. RAC Members made clear that they want SPARK will continue to look at additional training to support best practices for this training in the classroom in Part 2.**

**This request has been submitted to our content development team.**



# Old Business – I-Lead

**Create a resource on how program administrators can assign training in I-Lead**

**This request has been submitted to our content development team.**

# Old Business – I-Lead

**SPARK will review high-demand or required courses at the top of the list or pin them so providers can access them easily.**

SPARK is continuing to consider how to make training opportunities more accessible and easier to find in Indiana Learning Paths. Soon you will be able to find a training in My SPARK Learning Lab and click right into it!

# Old Business – I-SAT

**RAC Members would like SPARK to create a resource of good-quality surveys and questions for the program.**

**This request has been submitted to our content development team.**

# Old Business – PTQ

**Brighter Futures Indiana interactive map updated with PTQ information on a regular basis.**

**Shared with our Partners at OECOSL.**



# No Old Business

Questions?





**New Business**

# OECOSL PROVIDER RECOGNITION

# Provider Recognition

- With nearly 150 nominations this round.
- 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.



# SDA 5: Provider Recognition

CONGRATS.....

*Jamie Chastain*

*Penny Simmons*



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

# RAC MEMBERS TRANSITIONS

# Thank You RAC Members

- April Pagel
- Dawn Maier
- Debra (Debbie) Beeler
- Della Micco
- Jessie Davis
- Maria Wynne
- Michelle  
Roberts-Schneider



# Welcome New Members

- April Pagel (2nd Full Term)
- Laura Spillman (Chair)
- LaKeia Proce
- Natalie Lovell
- Joey Scherschel
- Collette Bronkella





EARLY LEARNING  
INDIANA  
MARKETPLACE



**EARLY LEARNING**  
MARKETPLACE

Select Language

HOME

FAMILIES ▾

PROVIDERS ▾

# Resources For Providers

The Early Learning Marketplace makes it easy for child care providers to market their programs and available openings directly to families in need of care. By using the site, providers can maintain their program profiles and highlight unique offerings, communicate directly with families, schedule tours, begin the enrollment process and more.

[CLAIM YOUR PROGRAM](#)

## Providers Claim Your Program



## Provider Opportunities



**Build and Maintain  
Customized Program  
Profiles**



**Message Families  
Directly**



**Schedule  
Tours**



**Maintain Lists of  
Currently Available  
Seats**



**Collect Enrollment Fees  
& Begin the Registration  
Process for Open Seats**

## Providers Benefits

# Early Learning Indiana Marketplace

- Marketing site for providers to connect with families
- Providers need to complete their profile and showcase their programs
- EL Marketplace will be launching a public marketing campaign for “parents/guardians” in the next phase



# Early Learning Indiana Marketplace

- It's an external customer or "guardian/ parent" web shopping experience for finding child care
- Families can find child care options by geography
- Families can compare programs and learn about services
- Families can message providers, schedule tours, begin the enrollment process



# Early Learning Marketplace Questions

# COACHING ENGAGEMENT



# Coaching Engagement

- Tier 1 Coaching is available to all via phone, chat, or email
- Tier 2 Coaching is available through sign-up and promoted on social media, email, and SPARK Connect AND as an option after completing all or a portion of the ISAT
- Tier 3 Coaching is an option after completing all or a portion of the ISAT

# 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?



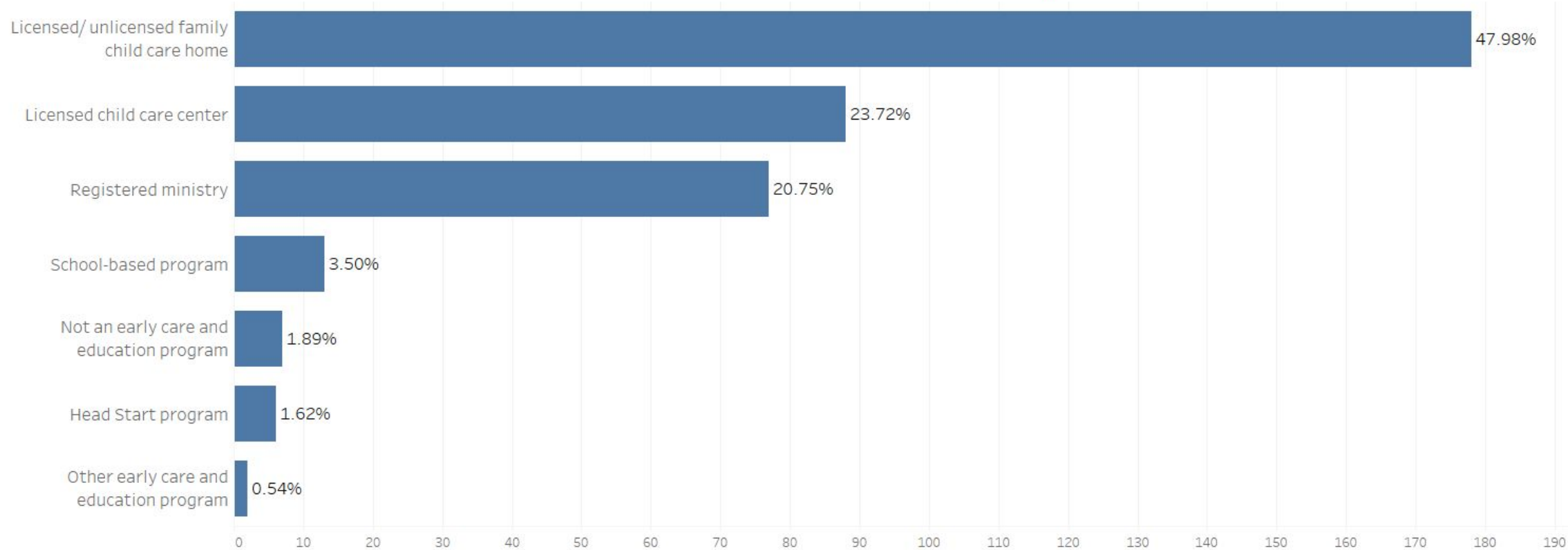
*I- SAT UPDATES*



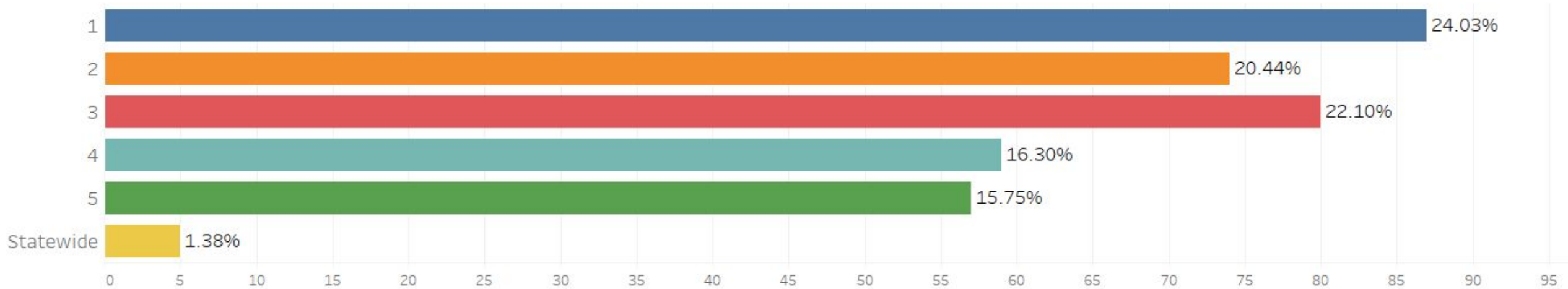
# I-SAT Project Overview

- 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

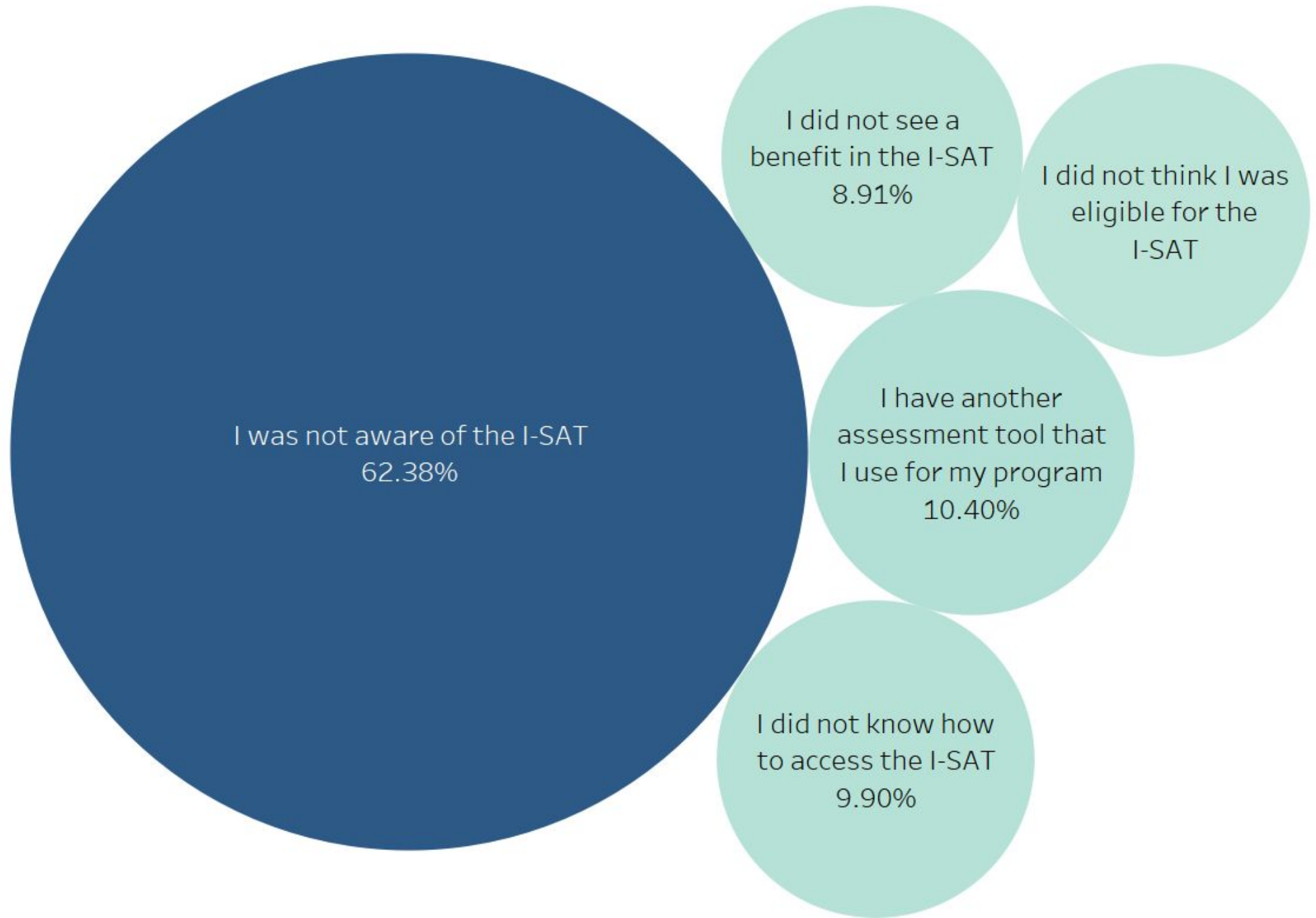
## Most Common Education and Care Program Types



## 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 >

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- 6 **Learning Method** ➕
- 7 Technology

## What is your preferred learning method?

Mobile

Desktop

Webinar

Download & Print

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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

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## Learning Environment and Curriculum

8/22

### 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.

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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?



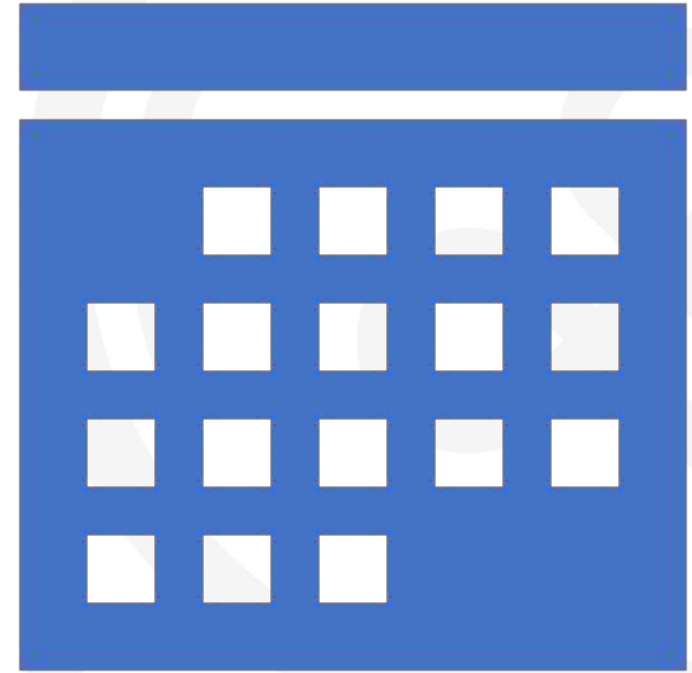
# RAC INFORMATION



# RAC Information

*\*SDA rotates starting time*

- October 20: 7:00- 9:00 EST
- February 16th: 6:00 -8:00 EST
- May 18th: 7:00-9:00 PM/ EST
- Sept 21st: 6:00- 8:00 PM/ EST



# 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 Transition**
- **Early Learning Indiana Marketplace**
  - **Coaching Engagement**
    - **I-SAT Revision**

# Agenda Items for Next Meeting



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

# 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



**Let's Spark a Conversation!**