



**WORKFORCE
SERVICES**
CHILD CARE

OFFICE OF **Child Care**



Welcome●

Agenda

- I. Welcome Ben Trentelman
 - a. Committee Membership - Term Expiration
 - b. Committee Membership - Vacant Positions
 - c. Approval of 3/19/25, Meeting Minutes
- II. OCC Director's Update Heather Thomas
 - a. Federal Fiscal Year 2024 Quality Progress Report
 - b. Child Care Advisory Committee Sunset Review
 - c. State Fiscal Year 2026 OCC Draft Budget
- III. Partner Highlight: The Children's Center Utah Samantha Mafua
- IV. OCC Updates
 - a. Child Care Quality System JoEllen Robbins
 - b. Professional Development & Consumer Education Jamie Foster
 - c. School Readiness, Out-of-School Time & Community Grants Emma Moench
- V. Agency Updates
 - a. Licensing Florencia Schapira & Daphne Lynch
 - b. USBE Cristina Barrera
- VI. Other Business & Public Comment
- VII. Adjourn



Committee Membership

Terms Expiring June 30, 2025

Position	Current Member
Utah Afterschool Network	Ben Trentelman
Utah Association for the Education of Young Children	Katie Ricord
Professional Family Child Care Association	Holly Kingston
Utah Private Child Care Association	Johnny Anderson
Department of Health and Human Services (OEC)	Jennifer Floyd
Department of Health and Human Services (OL)	Florencia Schapira de Grout
Small Business Community	Julie Backlund



Committee Membership

Vacant Positions

- Small business community representative *(2 starting July 1st)*
- Corporate community representative
(family friendly workplace with efforts related to child care)

[Boards and Commissions Website - Apply for Seat](#)



- Federal Fiscal Year 2024 [Quality Progress Report](#)
- Child Care Advisory Committee Sunset Review
 - [Economic Development and Workforce Services Interim Committee](#)
 - Tentative: May 21st Meeting
- State Fiscal Year 2026 OCC Draft Budget

OCC Directors Update

-Heather Thomas



The Children's Center Utah

- Samantha Mafua





Early Childhood Coaching and Consultation (ECCC)

*Office of Child Care Advisory
Board Meeting
May 14, 2025*

Our Department

*Supporting and
enhancing the work
of childcare staff
and other early
childhood
professionals for
nearly 40 years!*





Who We Are



Samantha Mafua
ECCC Program Director



Sarah Wentworth
Professional Development
Coordinator



Heidi Petersen
EC Consultation Expansion
Manager



Jill Chesley-McGinnis
EC Lead Consultant



Keri Jones
ECCC Intake Coordinator



Cynthia Cone
EC Consultant – Northern



Kellie Drobenak
EC Consultant – Northern



Karla Palmer
EC Consultant – SL and Tooele



Moira Rampton
EC Consultant – SL and Tooele



Malena Camacho-Calderon
EC Consultant – SL and Tooele



Hannah Bluhm
EC Consultant – SL and Tooele



Kamilah Mauldin
EC Consultant – Utah



Camille Harvey
EC Consultant – Eastern and
Utah



Seini Namuaira
EC Consultant – Southern



Paul Mueller
Lead School Readiness Mentor
Coach



Lindsey Hamburger
School Readiness Mentor Coach



Megan Jolley
CCQS Mentor Coach



Vickie Becker
EC Specialist



Danielle Williams
EC Specialist



Jesika Berg
EC Specialist



Leann Kendall
EC Specialist



Hailey Farrell
EC Specialist



Alyssa Cohen
PRN Instructor



Sadie Rodriguez
PRN Bilingual Instructor



How We've Grown



Funded by three different grants from the Department of Workforce Services (DWS), Office of Child Care (OCC) through the Child Care and Development Block Grant (CCDBG, federal funds), and funds from the state legislature (SB 220).

In the past almost 40 years, we have grown from

- A department of 2 to a department of 24!
- Providing services in the greater Salt Lake area to providing services statewide!

Our group has responded to community needs and grown in scope and reach to provide three different services.



Three Services, Three Teams

Early Childhood
Consultants

Early Childhood
Specialists/Quality
Improvement
Coaches

School Readiness
Mentor Coaches



Early Childhood Consultants



Early Childhood Consultants work onsite throughout the state providing mental health consultation services for the early childhood community which may include child- focused consultation, program consultation, and reflective consultation.

The consultants work to build early childhood educators' capacity and skills needed to facilitate the healthy social and emotional development of children in their care. The team offers Positive Behavior Support and Trauma Informed Care courses as part of consultation services.

(Established 1986-89) CCDBG through DWS/OCC

Early Childhood Consultation

"The consultant was great at reassuring us when we felt discouraged. She listened to our concerns, helped us better understand the needs of the children, helped us explore options we could try, and shared great resources we were able to use."





Early Childhood Consultants



In the first three quarters of this fiscal year, Early Childhood Consultants provided services to:

- Programs: 80
- Classrooms: 98
- Children: 83

Expulsion and Suspension Policy:

- Programs that have one: 52
- Programs that do not: 21
- Programs with policies in progress: 2



Early Childhood Specialists



Early Childhood Specialists work onsite in the Salt Lake region or other regions as requested by OCC in private childcare programs who are participating in the intensive coaching grant, part of Utah's Child Care Quality System (CCQS).

The EC Specialists visit classrooms providing technical assistance and coaching to help set and implement quality improvement goals. They also conduct Environmental Rating Scale observations, provide feedback as well as offer professional development courses on specific pieces of the quality system.

(Established 2006) CCDBG through DWS/OCC

Early Childhood Specialist

“My program mentioned that now that they're in their second year of the grant they can see how important CCQS is! She said that her teachers are naturally doing things from two years of learning that they never would have known is best for children without it!”





Early Childhood Specialists



In the first three quarters of this fiscal year, Early Childhood Specialists provided services to:

- Programs: 28
- Educators: 83

Engaged in:

- CCQS Observations: 24
- Reliability Observations: 26
- Pre and Post Coaching Observations: 20



School Readiness Mentor Coaches



School Readiness (SR) Mentor Coaches work statewide to provide individual coaching and support to program coaches in Local Education Agencies (LEA) and private childcare centers who are on the School Readiness Grants.

The SR Mentor Coaches offer technical assistance, professional development opportunities through regular Peer Learning Communities and conduct Environmental Rating Scale observations.

(Established 2017) Funds from SB 220 through DWS/OCC



School Readiness Coach

"These are some of the most effective PLC meetings I have ever attended! Thank you for the preparation and thoughtfulness that goes into them. I loved the more open-ended opportunity to collaborate and learn from other coaches and their experiences at the end. This was very helpful to me to feel both validated in the coaching practices that I am doing as well as to get new ideas on how to improve my coaching."





School Readiness Mentor Coaches



Who do the mentor coaches work with?

- 23 Expanded Student Access Grantee programs and 34 coaches.
- 10 Becoming High Quality Grantee Programs and 16 coaches.

What do the mentor coaches do?

- Meet with 27 SR coaches monthly for a total of 243 meetings through the school year.
- Meet with 20 SR coaches quarterly for a total of 60 meetings throughout the year.
- Host 12 Professional Learning Communities with 35 coaches attending monthly.
- Hosted 3 Communities of Practice with over 50 coaches attending each meeting.

Trauma Informed Care Participant

"I have enjoyed this class so much and I didn't know during this class I would experience a life changing event in my own life that would be so difficult and cause so much trauma to my family. Things I learned from this class helped me help my family during this difficult time. So, I want to tell all of you thank you for putting this class together. It is so needed especially when we have staff and children that have all experienced so much trauma."





Training Provided



FY24 PD Stats at-a-Glance			
	Consultation	Specialist	School Readiness
# Staff who provided training	11	2	2
# Trainings/PD provided	18	2	3
# Presentations at conferences	8	1	0
# PLC meetings	n/a	n/a	18
# PD hours provided	115.83	4	40.5
# ECEs in attendance	834	11	336
# Trainings provided in Spanish	5	0	0
# PBS courses taught	14	n/a	n/a
# Trainings that were part of program consultation	9	n/a	n/a

FY25 Year-to-Date PD Stats at-a-Glance			
	Consultation	Specialists	School Readiness
# Staff who provided training	12	5	2
# Trainings/PD provided	32	3	8
# Presentations at conferences	5	2	1
# PLC meetings	n/a	n/a	12
# PD hours provided	161.75	8	39
# ECEs in attendance	820	141	620
# Trainings provided in Spanish	3	0	0
# PBS courses taught	13	n/a	n/a
# Trainings that were part of program consultation	12	n/a	n/a

Training topics include: Positive Behavior Support (PBS), Trauma Informed Care (TIC), Nurturing & Responsive Relationships, The Science of Social Emotional Development, The Therapeutic Power of Process Art, and Environmental Rating Scales Best Practice Series courses.



Bright Spot



After being in a program for 6 months, the Consultant built a trusting relationship with the owner/educator in a family child care program. Here are a few things that the Owner and Educator implemented with the support of the Consultant:

- Set Clear Expectations for children
- Created visuals for the children
- Created a Family Engagement nights
- Posted Neutralizing Routines around their classrooms
- Incorporated the Solutions Story into a PowerPoint to teach the group during circle time
- Owner took the day off for self-care!
- Educator contacted Dr. Lyon for reflective consultation
- Talked about the program's suspension/expulsion policy and the Owner wanted to be more intentional about revamping it.
- Educator used Tucker the Turtle in teaching the children about emotional regulation
- Educator became intentional about creating a stronger relationship with a child that often pushed her hot buttons
- Owner reached out to Root for Kids services and was able to connect her with their intake specialist to support them in the ASQ.



Celebrations



- Helped establish a Northern Utah Early Childhood Conference (NUECC) in Logan
- 7 staff members received their Infant Early Childhood Mental Health (IECMH) Endorsement
- Involved in 28 Initiatives/Committees throughout the state
- Along with other TCCU Staff created a Trauma Informed Care (TIC) Endorsement, 40 hours of training



Thank you!!



Thank you to the Office of Child Care for your
support of TCCU and ECCC!

Thank you for your hard work for the children
of Utah!!

OCC Updates



Updates

- Intensive Coaching Grant will open for eligible programs July 1.
- Notifications to eligible programs:
 - Save the Date has gone out
 - Formal Invitation for Meeting-First week of June
 - Center meeting June 24, 6:00 p.m.
 - FCC meeting June 26, 6:30 p.m.
- Potential Policy Change- Enhanced Subsidy Grant when a HQ program receives a Civil Money Penalty

CCQS

-JoEllen Robbins



Center Comparative Data

Rating Distribution for Centers 2024

117 of 436 centers with certified rating= 27% of all centers

Foundation of Quality	Building Quality	High Quality	High Quality Plus
28/117=24%	43/117=37%	41/117=35%	5/117=4%

Rating Distribution for Centers 2025

131 of 450 centers with certified rating= 29% of all centers

Foundation of Quality	Building Quality	High Quality	High Quality Plus
27/131=20%	51/131=39%	48/131=37%	5/131=4%



Comparative Data for Rated Centers September 2023

	2024	2025	2024	2025
What is measured	Number of Programs	Number of Programs	Percentage of Programs	Percentage of Programs
ERS Observation Score Increase	66/108	72/112	62%	64%
SAPQA Observation Score Increase	46/83	45/76	54%	59%
Increase Points Education of Director	40/108	43/112	37%	39%
Increase Points Education of Caregiver	35/108	24/112	32%	21%
Overall Point Increase	75/108	69/112	70%	62%
Increase of Certified Rating	37/108	32/112	34%	29%

*Data reflects 112 recertifying programs in the past 12 months.

Family Child Care Comparative Data

Certified Ratings for FCC 2024

61 of 851 FCC Providers of = 7%

Certified Foundation of Quality	Building Quality	High Quality
13/61 = 19%	19/61=31%	17/61=28%

Certified Ratings for FCC 2025

58 of 822 FCC Providers of = 7%

Certified Foundation of Quality	Building Quality	High Quality
10/58=17%	19/58=33%	29/58=50%



Comparative Data for Family Child Care Programs

	2024	2025	2024	2025
What is measured	Number of Programs	Number of Programs	Percentage of Programs	Percentage of Programs
Increase Observation Points	20/40	23/40	50%	57.5%
Increase Points Education of Primary Caregiver	16/40	8/40	40%	20%
Overall Point Increase	29/40	25/40	73%	62.5%
Increase of Certified Rating	12/40	6/40	30%	15%

*Data reflects 40 recertifying programs in the past 12 months.

FY26 Framework
Revision Proposed
Changes for Centers



Utah's Child Care Quality System

Guiding Principles



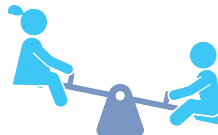
Voluntary

The system needs to be voluntary, giving providers the choice to participate



Attainable

The system needs to be designed so that higher levels of quality were attainable for child care programs



Flexible

The system needs to be flexible, allowing child care programs to determine the areas of quality on which to focus



Consumer Friendly

The system needs to be consumer-friendly, allowing parents to easily understand how to use the system to support their child care choices

CCQS Ratings

High Quality*

A Program is using practices shown to support good outcomes for children, including positive interactions and trusting relationships between educators and children and ongoing professional development of staff and meets all the minimum requirements for a High Quality rating.

Growing Quality

Currently Building Quality: A program is implementing quality practices such as incorporating family engagement programming and providing professional development to staff. and meets all the minimum requirements for a Growing Quality rating.

Emerging Quality

Currently Certified Foundation of Quality: A program who is meeting all required licensing standards, is engaging in CCQS, and does not meet the minimum requirements for a Growing Quality rating.

Foundation of Quality

Currently Default Foundation of Quality: Any eligible program with a license in good standing.

*No High Quality Plus rating

Domain 1: Health and Safety

Licensing Compliance

Licensing Compliance with Child Care Licensing in past 12 months	Select One:	
	0 rule noncompliance	20
	1 rule noncompliance	15
	2 rule noncompliance	10
	3 or more rule noncompliance	0
	Licensing - Subtotal Maximum Points	20

MINIMUM REQUIREMENTS for High Quality:

License in good standing (not on a conditional license)

No CMP's in previous 12 months

Minimum **10** points

Domain 1: Health and Safety

Endorsements and Certifications

No Minimum Requirement

Participation in a health and safety program	Select all that apply:	
	TOP Star: Level 5	10
	TOP Star: Level 4	8
	TOP Star: Level 3	6
	TOP Star: Level 2	4
	TOP Star: Level 1	2
	Healthier CACFP: Highest Honors in 3 or more categories	10
	Healthier CACFP: Highest Honors in 2 categories and High Honors in 1 or more categories,	8
	Healthier CACFP: Highest Honors in 1 category and High Honors in 2 or more categories	6
	Healthier CACFP: Honors, High or Highest Honors in 3 or more categories	4
	Healthier CACFP: Honors or High in 3 or more categories	2
	Nature Explore Outdoor Classroom	3
	Eco-Healthy Child Care Environment	3
	Participation - Subtotal Maximum Points	10

Health and Safety Total Maximum Points

30

Domain 2: Learning Environments and Relationships

Ratios and Group Size

No Minimum Requirement

Center Ratios and Group Size	Select all that apply:		
	Ratios	Maximum	Up to 12
	Group Size	Maximum	Up to 12
	Ratios and Group Size - Subtotal Maximum Points		24

FCC Ratios and Group Size	Select all that apply:		
	Ratios: Maintain a 1:6 ratio		6
	With a 1:6 ratio, 1 or 2 children under age two with 1 caregiver, or 1 to 4 children under age 2 with 2 caregivers		6
	Group Size of 8 with 1 caregiver or 16 with two or more caregivers.		12
	Ratios and Group Size - Subtotal Maximum Points		24

Domain 2: Learning Environments and Relationships

Observations:

Observations conducted using ITERS , ECERS and School Age PQA	Select all that apply:		Center
	Overall Observation (average all Observation scores and multiply by 5)	Maximum	30
	Score of 4 on each Language/Literacy subscale		5
	Score of 4 on each Interactions subscale		5
	Observations - Subtotal Maximum Points		30

MINIMUM REQUIREMENTS:

Centers:

Growing Quality: At least **16** points total

High Quality: At least **20** points total (*average score of 4 on **all** observations, with a **3** or higher in each classroom*)

FCC – no change from current

Choose from the following for up to a maximum of 16 points:		
Regular Family Conferences	2x year, OR	4
	Annually	2
Child Assessments and Developmental Screenings	ASQ w/ECIDS	4
	ASQ	2
	Other Tool	1
Connecting Families to Service Agencies		1
Activities for Families to Accommodate Schedules	1 point each, up to 4x year	up to 4
Regular Communication on Child		2
Monthly Communication on Program Information		1
Mechanism for receiving feedback from parents	2x year, OR	2
	Annually	1
Information on Transitions		1
Supporting English Language Learners		1
Parents are encouraged to visit the program anytime		1
Program has written grievance procedure for parents and employees		1
Activities for parents to do with children at home	4x year, OR	2
	2x year	1
Parents have the opportunity to donate time or resources to the program		1
Parents encouraged to observe and visit the program prior to enrollment		1
A meeting is held with parents to review the program's handbook		1
Written discipline policy is available to parents		2
Parents are aware of the program's philosophy of learning		1
Collaborate with parents on challenging behaviors to avoid expulsion		2
Program has policies that support breastfeeding		1

Domain 2: Learning Environments and Relationships

Inclusion of children with special needs

Inclusion of children with special needs	Program has current All Means All certification	10
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No Minimum Requirement

Learning Environments and Relationships Total Maximum Points	80
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Domain 3: Leadership and Professional Development

Education of Center Primary Director/FCC Primary Caregiver

	Select Points within One Option:		
Education of Primary Director/ Caregiver	Option 1	Career Ladder Level 10 or higher	28
	Option 2	Career Ladder Level 9	22
	Option 3 (Maximum 18)	CL Level 8 w/current demonstrated competency	15
		CL Level 4-7 w/current demonstrated competency	12
		CL Level 3 through 8 with no current demonstrated competency (FCC only)	6
		Verified college credit hour in field	1 pt/hour
	20 hours of Career Ladder approved annual training		12
	5+ years of verifiable experience		5
Education of Primary Director/Caregiver - Subtotal Maximum Points			45

MINIMUM REQUIREMENT:

High Quality: 18 points

Domain 3: Leadership and Professional Development

Impact of Higher Education

Improved Quality of Care:

Educators with higher education degrees in early childhood education are linked to providing higher-quality interactions and learning environments. This positively affects children's cognitive and social development (Whitebook, M., & McLean, C., 2020).

Child Outcomes:

Programs with educators who hold at least a bachelor's degree have been shown to improve children's language and social skills, leading to better preparedness for kindergarten (Barnett, W. S., 2021).

Policy Implications:

States that require early childhood educators to hold specific certifications or degrees have reported improvements in overall program quality and child outcomes (National Institute for Early Education Research, 2022).

Domain 3: Leadership and Professional Development

Education of Caregivers (Centers Only)

Education of Caregivers based on Career Ladder participation.	A caregiver can only be counted in one category:	Center
	At least 25% of caregivers with current Career Ladder Level 4 or higher	20
	At least 20% of caregivers with current Career Ladder Level 4 or higher	15
	At least 15% of caregivers with current Career Ladder Level 4 or higher	10
	At least 25% of caregivers have 20 hours of Career Ladder approved annual training	15
	At least 20% of caregivers have 20 hours of Career Ladder approved annual training	10
	At least 15% of caregivers have 20 hours of Career Ladder approved annual training	5
	Education of Caregivers - Subtotal Maximum Points	35

MINIMUM REQUIREMENT:
High Quality: **15** points

Domain 4: Management and Administration

No Minimum Requirement

Training and credentials of the administrator responsible for business operations	Select One:	
	Bachelor's or higher degree with 9 credit hours in finance, business and/or program administration.	n/a
	Associate or higher A college degree with 6 credit hours in finance, business and/or program administration.	5
	Aim4 Excellence Director's Credential	4
	Current National Administrator's Credential (NAC)	3
	10 hours of Career Ladder approved annual training in the area of business or leadership	5
Management and Administration Total Maximum Points		10

Domain 4: Management and Administration

Why Business Courses for Quality?

"Although research does not typically include business sustainability as an aspect of quality, a recent conceptual model of quality in HBCC (Blasberg et al., forthcoming) identifies managing a child care business as a foundational quality element, and there is emerging consensus around this notion. Business practices and the use of budgets and projections allow providers to plan and make informed decisions on issues such as enrollment, quality enhancements, and employee benefits. FCC providers who cannot sustain their programs may leave the field due to the stress of balancing program revenues and expenses. Such stress may also shape a provider's capacity to offer responsive and sensitive care to children (Østbye et al., 2015)."

McCormick Center: *"Importantly, research has demonstrated that targeted professional development related to small business and administrative practices leads to significant improvements in provider self-efficacy, commitment to the field, business practices, and increased income (Kelton, 2020; Vieira & Hill, 2019; Zeng et al., 2020)."*

Domain 5: Accreditation

Centers

No Minimum Requirement

National Accreditation	Select One:	
	National Early Childhood Program Accreditation	20
	National Association for the Education of Young Children (Accreditation Plus)	20
	Council on Accreditation	20
	National Accreditation Commission	20
	Head Start and Early Head Start Programs*	20
National Accreditation Total Maximum Points		20

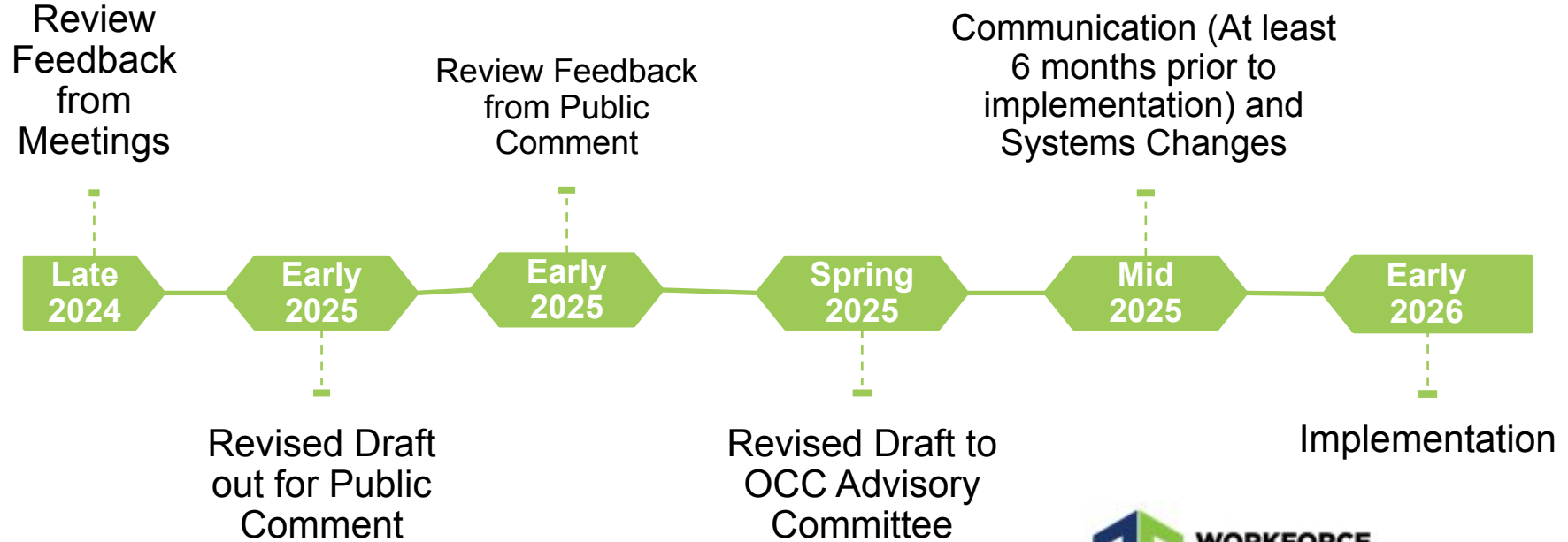
Family Child Care

National Accreditation	Select One:	
	National Early Childhood Program Accreditation (NECPA)	20
	National Association for Family Child Care (NAFCC)	20
	National Association for the Education of Young Children (Accreditation Plus)	20
National Accreditation Total Maximum Points		20

Total Possible Points

Maximum total possible points in each section:	Center	FCC
1. Health and Safety	30	30
2. Learning Environments and Relationships	80	80
3. Leadership and Professional Development	80	45
4. Management and Administration	10	10
5. National Accreditation	20	20
Grand Total Maximum Score	220	185

Next Steps



Early Learning Standards: Birth to Age 3

- The document has been finalized.
- Next steps includes:
 - Outreach/Promotional Materials
 - Professional Development Opportunities
 - Companion Guide



Professional Development

- Jamie Foster



Care About Childcare Website Rebuild

- The Care About Childcare website is in the process of being updated.
- Department of Technology Services and the Office of Child Care are currently working on the screens programs use to update their program's public search details.
- The Office of Child Care will be conducting focus groups to obtain feedback on the updated layout and functionality. We anticipate these being conducted at the beginning of June.



School Readiness and Out of School Time

- Emma Moench



Grants Team

High-Quality School Readiness (HQSR) Grants

- Application update
 - 46 applications submitted
 - 35 met the scoring threshold to be considered for an award
- Budget Review and Recommendation Phase
- Building in grant requirements to meet TANF eligibility



Grants Team

Out-of-School Time Grants

- School-Age Quality (SAQ) Grant
 - Application Update
 - 32 Letters of Intent Submitted
 - 22 Applications Submitted
- Teen Afterschool Prevention (TAP) Grant
 - Application Update: [DWS Grants Webpage](#)
 - 15 Letters of Intent Submitted
 - Application Phase
 - Due date: Thursday, May 15, 2025 no later than 5:00 PM



Grants Team

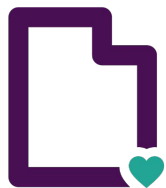
Community Grants

- Education Savings Incentive (my529): *Annual state-funded incentive that provides a match of up to \$300 in a my529 educational savings account(s) for eligible families experiencing intergenerational poverty*
 - Application update
 - 8 applications with 15 beneficiaries approved for matching funds
 - my529 match payment in May



Agency Updates





Utah Department of
Health & Human Services
Licensing & Background Checks

Child care vision

Access to safe, healthy child care for Utah families.

Child Care Licensing

-Florencia Schapira
-Daphne Lynch



Child Care Licensing Updates

Statute interpretation:

- Disqualified individuals residing while not eligible

Several rules were out for public comment until May 1, 2025. Updates to the rule included:

- Added and updated content to the **background check section** of each child care rule to align with other Division of Licensing and Background Checks (DLBC) rules under the Office of Background Processing (OBP). These processes are already in effect through statute, but are required in rule for provider reference and clarity:
 - All individuals 16yr and older must be fingerprinted, unless a household member
 - Identify OBP's statutory authority to review information and handle denials
 - Limiting re-application time to 2 years following a background check application denial
 - Clarifying when OBP may consider pending convictions when processing a background check
- Changed the term "homeless" to "experiencing homelessness"
- **Reverted language** to original wording in any rule that was amended to address supervision ratio requirements





The **Utah State Board of Education (USBE) Vision** is “Academic and Organizational Excellence in Utah Education.”

USBE’s Preschool Education team believes in the power of early learning and are dedicated to supporting families, educators, and communities in fostering the healthy development of preschool age children.

USBE

- Cristina Barrera



Utah State Board of Education (USBE)



USBE & [GatherRound](#) *Community of Practice*

Tuesday, May 27, 9:00 a.m. - 3:00 p.m. at the Utah State Capitol

- [Register now](#) for **free** to join our day of professional learning.



Utah State Board of Education (USBE)

[Register online](#) for our *Basic Training for the Child and Adult Care Food Program (CACFP)*!

- Attend in person at USBE on **Thursday, May 15..**
- Primarily for childcare centers/director new to the CACFP.
- Resources for all CACFP centers at <https://usbe.instructure.com/courses/405>.
- Contact [Nicole Vance](#), USBE Community Programs Coordinator, Utah Child Nutrition Programs



Utah State Board of Education (USBE)

Summer EBT is available to help families buy food during the summer months

- Available through DWS with information online at <https://jobs.utah.gov/customereducation/services/sebt/index.html>
- Contact [Nicole Vance](#), USBE Community Programs Coordinator, Utah Child Nutrition Programs



Utah State Board of Education (USBE)

Summer Food Service Program and the Seamless Summer Option

Summer meals available throughout the state.

- Planning to have Utah sites added by mid-May
- Will update the Summer Site Finder Map at <https://www.fns.usda.gov/summer/sitefinder>
- Contact [Nicole Vance](#), USBE Community Programs Coordinator, Utah Child Nutrition Programs



Other Business



Adjourn

Next Meeting

Wednesday, July 9, 2025, 1:00 pm – 3:00 pm





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