

# Early childhood Utah advisory council

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**April 23, 2026**

Chair and Chair-elect: Heather Thomas & Sabrina Harman

**Approve January 22, 2026 meeting  
minutes**

# Office of Early Childhood updates

Jennifer Floyd



- Home Visiting Program :
  - Launching new model:  
Nurture Early Success  
Together
    - Salt Lake County: June 1
    - Sanpete County: July 1
  - Year 3 contracts for MIECHV  
and Family Spirit–July 1, 2026
    - Next RFGA: fall/winter  
2027 for contracts  
beginning July 1, 2028

# Office of Early Childhood Updates Cont.

- Baby Watch Early Intervention Program received \$2 million in ongoing funding
- Child Health Advanced Records Management system (CHARM) will be closing June 30, 2026.
  - The Office of Early Childhood will continue supporting the ASQ Online initiative, by supporting the ASQ Enterprise account, helping onboard and train new providers and integrating de-identified data into the ECIDS program.
  - Unfortunately, ASQ screening results will not launch to the web portal, and other screening results will no longer be available through the CHARM web portal after June 30.
  - The Division of Family Health thanks Christine Perfili, Stephen Clyde, and Tess Hadley for their years of dedication to the CHARM program.
  - For further information, contact Christine Perfili at [cperfili@utah.gov](mailto:cperfili@utah.gov)

# Office of Early Childhood Updates Cont.

- Healthy Environments, Active Living (HEAL) program has created a survey for managers and employees who are currently or within the past 6 months have been breastfeeding or supporting a breastfeeding staff member
- Take the survey at:  
[https://utahdhs.iad1.qualtrics.com/jfe/form/SV\\_0eL7vbQ4aiRsAui](https://utahdhs.iad1.qualtrics.com/jfe/form/SV_0eL7vbQ4aiRsAui)
- Share on social media: reach out to [csaunders@utah.gov](mailto:csaunders@utah.gov) for approved images.



**Help Us Build a better Utah for breastfeeding parents**  
Working parents in Utah deserve better support. Whether your experience was seamless or a struggle, your voice helps make change. It only takes 10 minutes to give us your feedback.



# Office of Early Childhood Updates Cont.

- Please take time to complete [this survey](#) to help us show the importance of our parent-engagement subcommittee.
- Annual report in progress

# PDG updates

Mandi Mendenhall



# PDG Completed Work Highlights 2023-2025:

## Over 46,000 children served under PDG

- Statewide Needs Assessment, published June 2024
- Statewide Strategic Plan, published June 2024
- Launched new Early Childhood website: [earlychildhood.utah.gov](https://earlychildhood.utah.gov)
- Piloted rural early education experiential learning in San Juan County through a summer STEM program partnership between USU and San Juan School District
  - The program served 120+ students in San Juan School District with over 70% returning in year 2
  - It included a custom curriculum, family involvement, bussing, and lunches
- Implemented a new preschool curriculum in San Juan County which included tangible learning materials serving over 360 children.

# Strengthening the Utah Early Childhood System

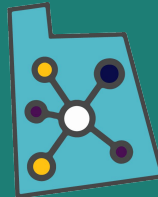
New and continuing PDG work builds on Early Childhood Utah's vision for a "no wrong door" approach where families and children receive the services they need, regardless of where they first make contact.

The foundational concept of PDG work is:

**Unify a fragmented system**



**Expand program availability and sustainability**



**Align or share information and data systems**



# Unifying a fragmented system

The three strategies in category 1 work together to form a unified support system to access Utah Early Childhood programming.

01

Improve the Utah Early Childhood resource website as a one-stop EC program directory to increase parent knowledge and access to EC services and resources.

- Improve user experience
- Improve search effectiveness
- New marketing campaign

02

Parent support specialists help to improve parent ability to monitor child development and support high-quality learning activities.

- Partnership with HMGU
- ASQ screening through the Sparkler App and in app development activities.

03

Families receive personalized one-on-one support to learn about and enroll in services through 0-8 Care Coordination from 10 LHDs (4 new in 2026) and the DHHS ISP 0-8 CC team.

- Expanding local teams
- Improve referral processes
- Focus on trust and efficacy

# Expanding program availability & sustainability

**04:** This strategy in category 2 focuses on Utah's large rural area through a partnership with USU. Due to distance, children in Utah's rural areas have limited access to the experiential learning available in

Experiential Learning:  
in classroom

USU will partner with rural school districts across the state to assess the early learning classrooms and provide support through curriculum, learning materials, and STEM activities.

Experiential Learning:  
special projects

The successful summer STEM program model piloted in San Juan school district will be implemented in at least one additional school district as an expansion of the project to gain further insight on the efficacy of the program in rural areas.

EC Workforce Support:  
professional development

EC education professionals will receive support for classroom experiential learning implementation. They will also have access to specific professional development opportunities as part of their participation in this project.

# Aligning or sharing information & data systems

The strategies in category 3 strengthen the data and information sharing infrastructure for the

## 05 ECIDS

Improvements to Utah's early childhood integrated data system (ECIDS) which will increase its utility and sustainability.

## 06 Pyramid Model

Information sharing creates alignment when the EC workforce uses a shared framework to respond to challenging behaviors in the classroom and home. USU will continue successful implementation of the Pyramid Model (PM) framework across the state. PM is currently in ~ 500 classrooms serving over 10,000 children.

## Strategic Collaboration

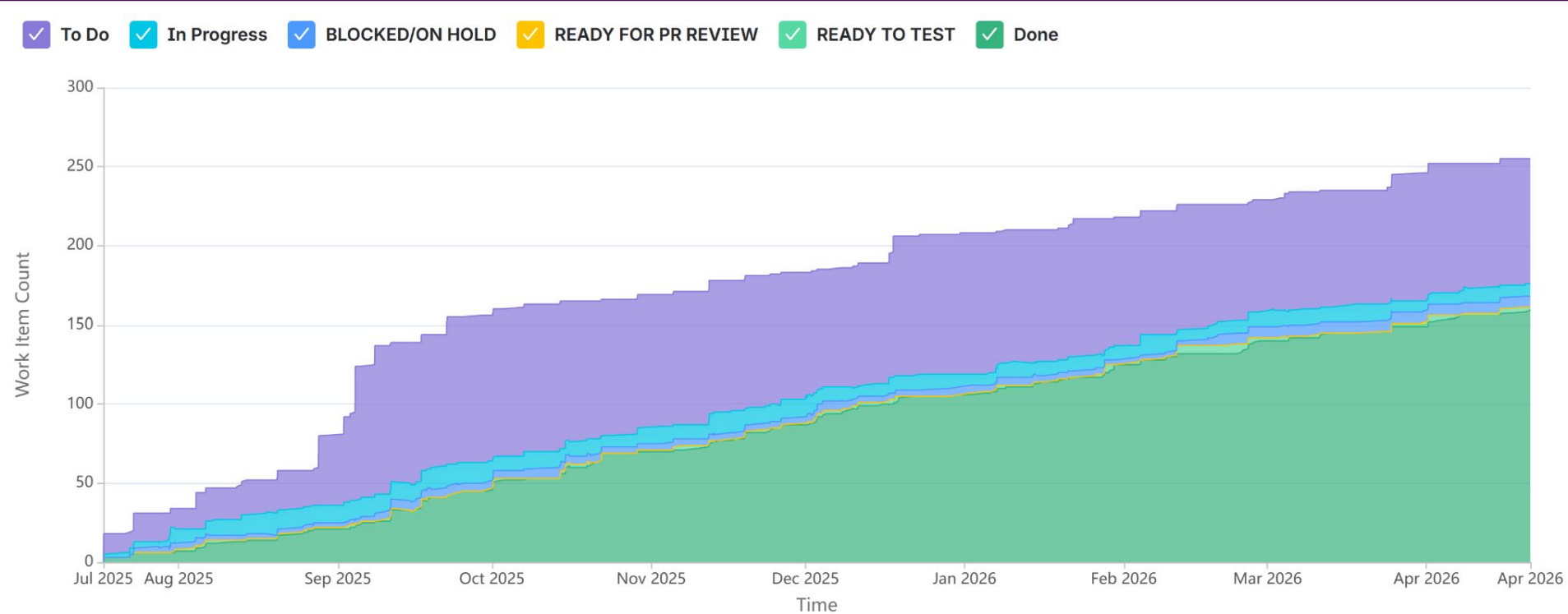
Collaborating with state agencies and partners is central to the scope of PDG. Partnerships include: Take Care Utah (Medicaid), Utah State Library System, and myUtah.

# The Challenge: a shifting contractual landscape

August 2026



# ECIDS 2.0 Progress



## Trend Report #1: ECIDS Data Sources - Combined Enrollment Trends

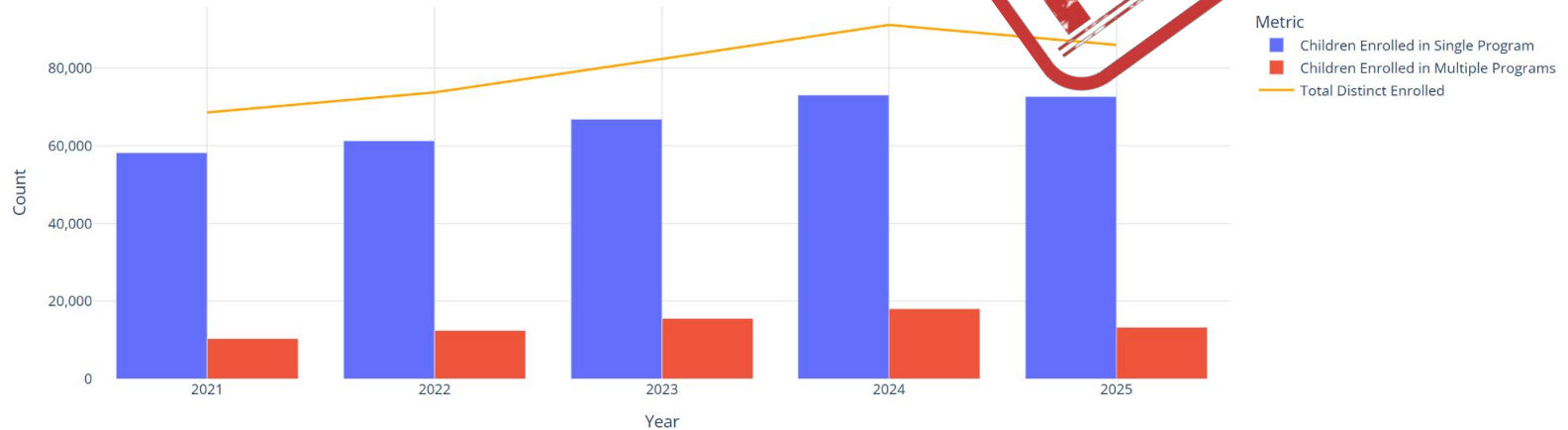
**Report Timeframe:** January 1 2021 - December 31 2025

**Zip Codes Included:** Statewide

**ECIDS Program(s)** HS-CDLF, HS-DDI, OHV-LEGACY, ASQ HMGU, ASQ UHSA, OHV-PENELOPE, ASQ HHS-EC, ASQ DWS-OCC, CCS, WIC, BWEIP



Children - Under Six - Enrolled in ECIDS Programs



# Data & Report Status

Type	Data Source Name	ECIDS v1.0	ECIDS v2.0
API connection	DHHS Office of Early Childhood - ASQ Online	Current through 2025	Current through 2025
API connection	DWS Office of Child Care - ASQ Online	Current through 2025	Current through 2025
API connection	Help Me Grow Utah - ASQ Online	Current through 2025	Current through 2025
API connection	Utah Head Start Association - ASQ Online	Current through 2025	Current through 2025
API connection	DHHS Office of Early Childhood - Baby Watch Early Intervention Program	Current through 2025	Current through 2025
Manual Upload	DWS Office of Child Care - Child Care Subsidy	Current through 2025	Current through 2025
Manual Upload	Head Start - Centro de la Familia	Current through 2022	In Process
Manual Upload	Head Start - DDI	Current through 2025	Current through 2025
Manual Upload	DHHS Office of Early Childhood - Home Visiting Program Legacy Data	Current through 2018	In Process
Manual Upload	DHHS Office of Early Childhood - Home Visiting Program	Current through 2024	In Process
API connection	DHHS Office of Vital Statistics Birth Registry	Current through 2025	Current through 2025
API connection	DHHS Office of Vital Statistics Death Registry	Current through 2025	Current through 2025
API connection	DHHS Utah Women, Infants, and Children (WIC) Program	Current through 2025	Current through 2025
Manual Upload	RUCD Early Head Start	Not Available	In Process

# Mastering Medicaid

**1 in 6 children in Utah rely on Medicaid or CHIP for health insurance.**

Yet, the application and enrollment process can be overwhelming for families, making health care harder to access.

To address these challenges, Early Childhood Utah partnered with Take Care Utah to host **four Mastering Medicaid Workshops**, designed to help family support professionals assist families with the application.

# Impact and reach

Participants spanned from the Wasatch Front to rural and tribal areas, including **local health departments, community-based organizations, clinics**, and more.

Since the training, attendees reported:

- **Faster approvals**
- **Avoided denials**
- **Clearer understanding** of the Medicaid programs, waivers, and the application process
- **Increased referrals** to Take Care Utah for more support
- **Offering support more frequently and with more confidence** for families navigating Medicaid enrollment
- **73% report actively using skills learned** in the workshop in the past 6 months
- Interest in further resources, updates, and trainings

**134**

*family support  
professionals  
trained in 2025*

**81**

*unique  
organizations  
represented*

# Office of Child Care updates

Heather Thomas

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## Legislative Update

- HB 190: Child Care Business Tax Credit
- HB 290: Child Tax Credit Amendments
- HB 379: Child Care Provider Food Preparation Amendments
- SB 12: Sunset and Repeal Date Amendments
- Education Savings Incentive

# Office of Child Care updates

## **Budget Update**

- Reduced federal Child Care and Development Fund (CCDF) discretionary allocation for Utah
- Draft budget reduction proposal considerations and summary

## **Child Care Quality System Framework Revision**

- Simplify ratings for families
- Provide more options and flexibility for child care programs
- Live July 1, 2026

# Utah State Board of Education (USBE) Updates

— Teresa Judd



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**Utah State  
Board of  
Education**

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# USBE Training Request Portal (TRP)

- Request professional learning & training support from the USBE Preschool Team
- Used by public school (LEA) preschool programs and non-LEA or community-based preschool providers
- Supports early learning, preschool instruction, and program quality



Utah State  
Board of  
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Preschool

# TRP Information

- Use when a program needs targeted training or professional learning
- Using the TRP helps USBE clarify needs and coordinate next steps
- For teachers, administrators, or mixed audiences
- Provided at no-cost to programs & providers



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Preschool

# TRP Links

- [Training Request Portal \(TRP\)](#)
- [Professional Learning Menu for Community  
Preschool Programs](#)
- USBE Preschool Team follows up after TRP submission



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# PEEP Updates

- *Utah's Pre-kindergarten Entry and Exit Profile (PEEP)* is intended to inform various stakeholders, such as parents, teachers, and leadership, on the skills essential for students before entering and exiting preschool
- PEEP will continue to be an optional assessment
- USBE is officially implementing changes to the PEEP beginning with the fall 2026 entry submission



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# What's Changing for 2026-2027?

- The PEEP is being revised to offer more authentic learning tasks through observational assessment items
- The PEEP will have the same assessment approach for entry and exit administrations
  - Helps programs, teachers, and caregivers support clearer tracking of student growth from the beginning of the year to the end of the year



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# PEEP Mandatory Training

- Required Training for Revised PEEP Assessment
- All test administrators must complete training on administering newly revised items
- Training is 4.5 hours long
- Training will cover both entry and exit administrations
- Programs may use a train-the-trainer model



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# PEEP Mandatory Training Information

- Virtual training on April 20 or August 17
- In-person training at USBE on May 6 or August 12
- Training can also be hosted by local school district
- Register for the PEEP 2026-2027 Administration course in [MIDAS](#) using Course ID 66540
- Reach out to [Dallas Brooks](#) with questions



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# PEEP Materials Transition

- Current PEEP documents and materials on the USBE website will be removed & unavailable after June 15, 2026 (do not save or print old materials for use in the new school year)
- New materials (teacher administration manual + student materials) will be available for printing starting July 15, 2026, on the [USBE Assessments](#) webpage under the pre-kindergarten tab (printing is the responsibility of programs; USBE will not provide printed materials)



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# Child and Adult Care Food Program

- The Child and Adult Care Food Program (CACFP) is a federally assisted meal program that provides funds to licensed childcare centers, Head Start, & schools
- Sign-up for the CACFP newsletter by completing this form
- For more information, contact USBE Community Programs Coordinator Nicole Vance



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# PDG updates

Mandi Mendenhall



# Membership update

Jennifer Floyd

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## **New appointments:**

- Staci Fuller, Family engagement representative
- Teresa Judd, Utah State Board of Education preschool specialist
- Amy Garlick, Local Education Authority representative

## **Vacancy:**

- Medical provider
- Parent representative

# **ECU subcommittee updates**

**Early care and education**

**Data and research**

**Promoting health and access to medical homes**

**Parent engagement, support and education**

**Social emotional and mental health**

# Early care and education subcommittee

Chair: Meridith Karppinen  
Chair-elect: Keri Newton Allred

## Completed goals:

- Unify early childhood education by creating a standardized definition of kindergarten readiness and updating and promoting use of standardized core competency and early learning standards.



# Early care and education

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## **Progress/updates:**

- Coaching Competencies
- Kindergarten Readiness Pathway

## **Next steps:**

- Begin work on new subcommittee goal:
  - Update and refine Utah Core Competencies for early education professionals to advancements reflect best practices and licensing requirements.

## **Input/advice from advisory council members:**

# Data and Research subcommittee

Chair: Nate Call

Chair-elect: Dakota Matherly

## **Current goal (based on needs assessment recommendations):**

Over the next 5 years, develop and begin implementation of a strategic plan for improving a longitudinal and coordinated early childhood database that links data with outcomes and includes data standards.

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# Data and Research

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## Progress & Updates:

**11 February** - Nate & Dakota  
Purpose of Training, Why Share Data,  
SCSS

**11 March** -Elizabeth MIECHV HV,  
General HV, DHHS, & Working across  
levels, Jeremias Solari - UDRC

**8 April** - Cancelled due to staff  
availability

## Next steps:

- Update scheduled presentations
- May 13 Russell Virgin and Jennifer Floyd

# Data & Research Subcommittee

## PESE training on understanding Data

### Common disinformation tactics



Using logos or false citations from established organizations



Using visual cues like wearing a stethoscope and white lab coat



Creating a professional-looking website



Including in a post: "My brother works for the XYZ and has inside knowledge. He just told me that..."



Using unique or scientific sounding terms



Creating content that looks like a first-person experience

### Getting to the bigger picture and making decisions

Let's pretend Middle School 7th Grade:



Mrs. Myer's class	Mr. Brigg's class	Mrs. Hofens class
Mr. Jone's Class	Mrs. Judy's class	Mr. Lewis's class
Mrs Headmun ten's class	Mr. Westfall's class	Mrs. Donner's class

# Promoting health and access to medical homes subcommittee

Chair: Teresa Sanchez  
Chair-elect: Lauren Pierce

## Current Goal:

Decrease instances in which families are dropped from Medicaid/CHIP because of incomplete or incorrect applications and increase satisfactory customer experience for families enrolling in Medicaid.

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# Promoting health and access to medical homes subcommittee

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## **Progress/updates:**

- Our group reviewed and approved a quick at a glance 1-page myCase recommendations document to be included in the ECU annual report

## **Next steps:**

- Create, review, and approve a final recommendations document for Medicaid and DWS
  - This document will include all recommendations made by subcommittee but will prioritize myCase
  - Also include screenshots and more detail on “why” recommendations were made to provide context
- Our goal is to have this completed by May 2026 meeting
- Review PDG Strategic Plan to start brainstorm on next strategy/goal our subcommittee will focus on

# MyCase: recommendations for improvement

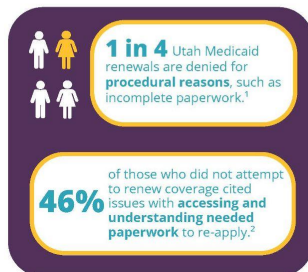


Health insurance is vital for many Utah families. Most people use myCase to apply for Medicaid, CHIP, and other types of help. However, the system can be difficult for some to navigate, making these services harder to access. To address these concerns, the Promoting Health and Access to Medical Homes Subcommittee of the Early Childhood Utah Advisory Council reviewed the online application, and identified where it can be improved to make the process easier for families.

## Key findings

Many people are denied coverage because of incomplete paperwork or missing verifications, rather than a loss of eligibility. These procedural denials suggest that applying and renewing for Medicaid can be overwhelming. To simplify the process for both families and eligibility workers, the subcommittee found the following ways to make the myCase application clearer:

- ✔ Clarification for reporting/verifying income
- ✔ Explanation of the timeline for completing the application
- ✔ Providing additional resources to get help



## Recommendations

These recommendations would not change the questions or the layout of the application. Instead, they focus on parts of current Medicaid policy that can be more easily understood by applicants. Opportunities for improvement include:

- Pop-up info boxes built into application questions
- Info boxes separate from long text
- Reminders to ask for help if needed

By making the myCase application clearer, the Department of Workforce Services and the Department of Health and Human Services can work more efficiently for both applicants and staff.

- **Clear instructions would prevent errors** and reduce incomplete applications, which also lowers workload for eligibility staff.
- With children making up 48% of Utah's Medicaid population, **families are especially affected** by these barriers, and risk losing coverage even though they are still eligible.<sup>1</sup>
- Improvements to myCase help eligible **families keep their coverage** and stay healthy over time.

Prioritizing these changes can reduce, or even remove, the barriers families face when applying for Medicaid or CHIP, and ensure Utah families can reliably get and use the healthcare services they need.

<sup>1</sup>Medicaid Eligibility Data (2026). Utah Department of Health and Human Services.

<sup>2</sup>Summary of post-pandemic survey of members disenrolled from Medicaid (2023). Utah Department of Workforce Services and Department of Health and Human Services.

Recommendations to be included in Early Childhood Utah Advisory Council annual report as appendix

# Parent engagement, support, and education subcommittee

Chair: Madeline Giles  
Chair-elect: Heidi Costello

## Current Goal:

Increase parent involvement, decision-making, and representation in the early childhood system.

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# Parent engagement, support & education

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## **Progress/updates:**

- Subcommittee presentations continue to be informative and beneficial to our parent representatives. The parents like to see where they are making a difference
- Parent leadership training “Serving on Groups” presentations have been successful. Professional members from the subcommittee have presented on topics such as using data as information and on different types of groups.

## **Upcoming presentations:**

May 13- Promoting Health and Access to Medical Homes

June 10- Early Care and Education

July 8- Social Emotional and Mental Health

August 12- Data and Research

**Please fill out this  
survey by April 30 to  
help us understand  
how parent  
engagement affects  
the council.**

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[Survey link](#)

# Social, emotional, & mental health

Chair: Tiffany Perry  
Chair-elect: Cristina Barrera

## Previous Goal

Use survey data on early child care suspension and expulsion rates and experiences in Utah to inform policy recommendations on suspension and expulsion.

Alignment with PDG B-5 and other governing Documents:

- 3.1 Improve data collection to enable reporting of accurate early childhood data across the system.
- 3.6 Increase alignment within and across early childhood care and education sectors.
- 4.1 Partner with Utah's early childhood providers to explore ways to increase the accessibility of childhood mental health providers, especially in rural areas.

## Current Goal

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TBD

# Progress and Updates



**Alyse Loomis has provided a preliminary overview of the results from the Provider survey**

(June-September)

[Overview of the responses](#)

## **Next Steps**

- Develop research brief
- Review and code qualitative responses
- Analyze relationships between variables, such as number of educator resources utilized and number of expulsions
- Determine future goals and projects for SES

**Social,  
emotional, &  
mental health**

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# Early Childhood Utah: Provider Survey on Suspension and Expulsion in ECE Settings

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June - December 2025 Data

Prepared by: Alysse Loomis, PhD, LCSW ([alysse.loomis@utah.edu](mailto:alysse.loomis@utah.edu))

# **Provider Characteristics**

# Provider Education/Training (n=219)

Highest Level of Education	N	%
High school diploma or GED	14	6.1
Some college	34	14.9
Associate's degree	45	19.7
Bachelor's degree	71	31.1
Master's degree	39	17.1
PhD/Doctorate degree	6	2.6
Other (please describe)	10	4.4

- Was any of your education specific to early childhood? 78% yes
- Do you have any additional certificates (e.g., CDA), endorsements, credentials related to early childhood? 61% yes

\*Other: CDA, nanny institute, NAC, CCEI

# Provider Setting (n=216)

<b>Setting</b>	<b>N</b>	<b>%</b>
Private center	95	41.7
Public school (affiliated with an elementary school district)	41	18.0
Head Start	38	16.7
Charter school	2	.9
In-home provider	23	10.1
Other (please describe)	17	7.5

Other: BGC, Center in a university, Childcare Center, Community Preschool inside Elementary, Corporations, Daycare center, Early Head Start, Early Head Start/home visitor, EHS, home based, LLC subsidiary, Nature-Based Program, Part of the SLCC College Child Cares, Public Nonprofit, Public Nonprofit Childcare Center, Separate Special School, University Lab school, YMCA

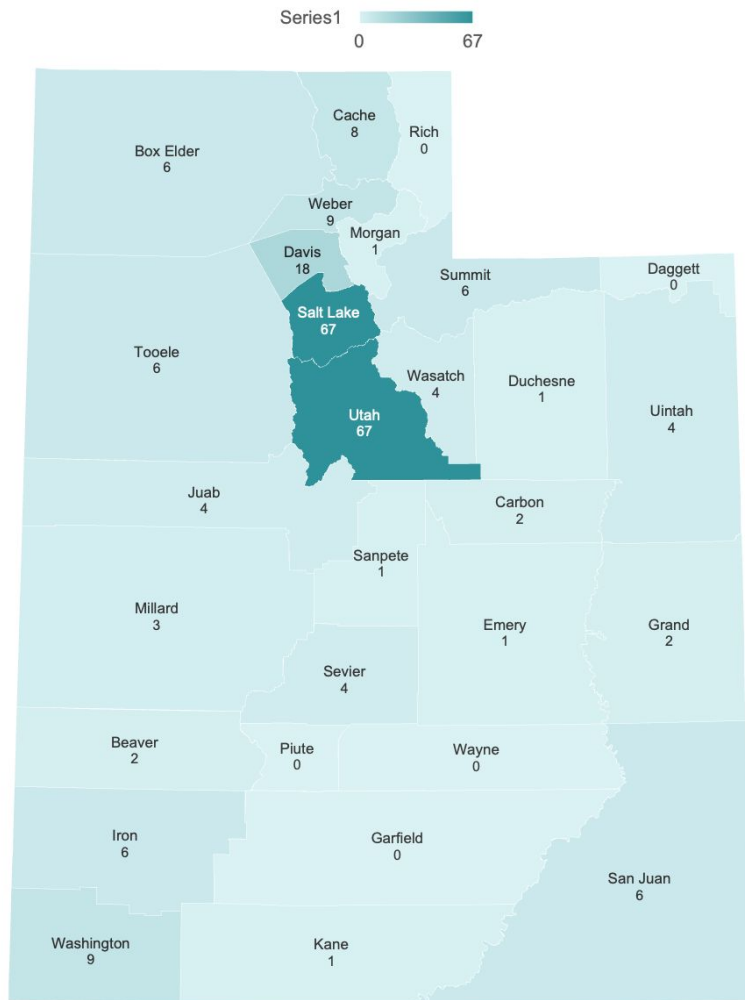
## Provider Role (n=215)

<b>Role</b>	<b>N</b>	<b>%</b>
Administrator/Manager/Director	84	36.8
Educator/Teacher/Caregiver	102	44.7
Coach/Specialist	11	4.8
Other (please describe)	18	7.9

Other: After-School Coordinator, All the above, Both teacher and admin, Coordinator, family advocate/home visitor, I do everything :), I work in the office most times. But I was a teacher before I started in here. I also help out in classrooms when I can., Manager, Coach, owner / operator, Owner and all of the above, Preschool class aide, School aid-YDP, SLP, Supervisor, teacher and onboarding specialist, teacher assistant

# What county do you work in? (n=215)

62% of providers from Salt Lake or Utah County (31% from each)  
No providers represented from:  
Daggett, Garfield, Wayne, or Rich counties



# **Classroom Experiences**

# What is the impact of challenging behavior in your classroom? (n=219)

- Disrupt the classroom routine (93.2%)
- Cause stress to me or other students (90%)
- May pose a safety risk to self, me, or other students (83.6%)
- May cause physical damage (72.6%)
- Complaints from parents of other children (69.9%)
- Other effects (16.4%)

# Other effects of challenging behaviors

(n=36)

- **Staffing and ratios** (“Our ratios are not equipped...”; “needing to be 1 on 1”)
- **Teacher turnover and retention** (“Teachers quitting”; “scare off the new staff”)
- **Financial constraints** (“Can't afford to have a dedicated staff member”; “significant financial loss”)
- **Administrative/system failures** (“The agency lacks an internal system...”; “too much bureaucracy and no follow-up”)
- **Inability to provide required services** (“Unable to provide IEP services...”)
- **Professional identity and morale** (“Makes me feel more like a babysitter than a teacher”; “judgement from other coworkers”)
- **Conflict with the child's parent** (“Parents of the child with challenging behavior get upset...”; “If we try to unenroll him, they want to report us”)

**In your group/class in the past 12 months, how often have challenging behaviors resulted in the following...?  
(n=217)**

	<b>Never</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>
Child kept in classroom but removed from participating in activities with other children.	17%	24%	40%	19%
Child removed from classroom (e.g., sent to director's office, another classroom)	36%	27%	24%	13%
Program staff told the parent(s) or guardian(s) to pick up their child early on one or more days.	53%	24%	19%	4%
Program staff told the parent(s) or guardian(s) that their child could not attend for one day or more.	73%	19%	6%	2%

# **Policies and Resources**

# Policies & Protocols (n=218)

Does your early care and education setting have a policy limiting or prohibiting suspension or expulsion?

- Yes: 89 providers (40%)
- No: 62 providers (28.4%)
- Unsure: 67 providers (30.7%)

Does your program have a protocol for preventing suspension or expulsion? (ex. Parent conferences, etc.)

- Yes: 139 providers (63.8%)
- No: 32 providers (14.7%)
- Unsure: 47 providers (21.6%)

# Resources to Address Challenging Behaviors

	Are you aware of...	Have you used...	Are you interested in more...
Webinar/computer-based training	73%	56.9%	54.9%
Reading materials	71.6%	55.4%	39.2%
In-person training (in my work setting)	61.3%	49.5%	50.5%
In-person training (outside my work setting)	46.1%	28.9%	40.2%
Coaching or MH consultation	45.6%	29.4%	47.1%
Other	3.4%	3.4%	9.3%

Other: personal experience raising children, TCCU (x3), District Behavior Coordinator, playgrounds, onsite advisor

# Resources: Are they useful? (n=129)

	n/a	Not at all useful	Slightly Useful	Moderately Useful	Very Useful	Extremely Useful
Webinar/computer-based training	11%	3%	30%	29%	25%	2%
Reading materials	11%	6%	33%	32%	14%	4%
In-person training (in my work setting)	14%	2%	22%	22%	32%	9%
In-person training (outside my work setting)	26%	--	15%	22%	23%	14%
Coaching or MH consultation	24%	--	8%	29%	26%	14%
Other	67%		13.3%		6.7%	13.3%

# Resources: Are they useful? (n=129)

Most useful resources (very or extremely useful)

- In-person training (in my work setting): 41%
- Coaching or MH consultation: 40%
- In-person training (outside my work setting): 37%

Least useful resources (not at all or slightly useful)

- Webinar/computer-based training: 33%
- Reading materials: 39%

# **Is there anything else you would like to share with us about the impact of challenging behaviors in your classroom, resources to address challenging behaviors, or suspension/expulsion? (n= 136!)**

Preliminary themes...

- Parent engagement, conflict, and follow-through
- Staffing, ratios, and financial capacity
- Staff training, consistency, and applied support
- Staff safety, burnout, and mental health impact
- Disruption to learning and classroom climate
- System and policy limitations around inclusion and services

# Next Steps?




Potential future areas to consider

- Develop research brief to share with providers & ECU
  - Can look at relationships between variables (e.g., Do providers who use more resources report fewer soft / formal exclusion practices?)
  - In-depth analysis of qualitative feedback re: other information
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# Social, emotional, & mental health Next Steps

## Questions

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Project	Status	Notes
Parent Focus Group	 Paused	Facilitator and facility options are unavailable. Committee has discussed focusing efforts elsewhere
Provider Survey	 Complete	Survey closed in December; preliminary report compiled. 2 conference proposals submitted to share results with broader Utah early childhood audiences.
Future Goals and Projects for SES	 Planning Stage	Committee has reviewed the 2024 PDG strategic plan and needs assessment. Is working to establish a consensus on goals and future projects.

- [ECU Advisory Board feedback on Parent Focus Group](#)

# **Public comments & information**

# Adjourn

**Next meeting:**

Thursday, June 25, 2026; 1-4pm

**Multi-Agency State Office Building 195 N 1950 W Room 1020C**