

OMB Control No: 0970-0517

Expiration date: 12/31/2024

THE PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13)

Public reporting burden for this collection of information is estimated to average 65.0 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, reviewing the collection of information, and completing the form.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Quality Progress Report (QPR)
For
Utah
FFY 2023

QPR Status: Accepted as of 2024-02-27 15:13:44 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2022, through September 30, 2023), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2023.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

Licensed center-based programs **506**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 378 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **990**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2023 ACF-800 data there were 763 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

Yes. If yes, describe: **The state used the Utah Registry for Professional Development to track the early care and youth workforce across the state. The registry is managed jointly between the Lead Agency and the Utah Registry of Professional Development at Utah State University.**

No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe: **All teachers and providers participating in Utah's Career Ladder, including training courses, as well as Utah's Child Care Quality System are required to utilize and register in Utah's workforce registry. In addition, eligibility for the Lead Agency's Professional Development Incentive and professional development scholarships requires participation in the workforce registry.**

No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **15336**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

- Scholarships (for formal education institutions) **329**
- Financial bonus/wage supplements tied to education levels **1853**
- Career advisors, mentors, coaches, or consultants **1514**
- Reimbursement for training **174**
- Loans
- Substitutes, leave (paid or unpaid) for professional development
- Other. Describe: **The state offers a variety of scholarships, in addition to scholarships for formal education institutions. During the last federal fiscal year, 312 early childhood educators received the following scholarships:**
 - Child Development Associate (CDA) Credential = 201
 - National Administrator's Credential (NAC) = 100
 - Child Care Professional (CCP) = 5
 - Demonstrated Competency Observation = 6
- N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA) **521**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **113**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **235**
- State child care credential
- State infant/toddler credential
- Unable to report this data. Indicate reason:

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA) **508**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **104**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **218**
- State child care credential
- State infant/toddler credential
- Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

Business Practices

Mental health for children

Diversity, equity, and inclusion

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system:

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$2670541**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

The Lead Agency tracks the following measures related to the training and professional development of the child care workforce: (1) number of providers participating in the Career Ladder, by completion of level; (2) number of training hours completed yearly by providers; (3) courses attended, by subject, by providers; (4) percentage of providers attending professional development courses; (5) achievement of any endorsements or credentials, annually; (6) percentage and number of providers who attain degrees by completion of post-secondary Career Ladder levels; and (7) percentage and number of providers who attain Career Ladder Level 4, "demonstrated competency". The demonstrated competency requires an observation and other forms of verification that the provider has shown that they are able to apply what they have learned in classes in their work with children. The Utah Registry for Professional Development (URPD) reports all measures to the Lead Agency.

In addition, the Lead Agency collects course evaluations from participants that attend courses at Care About Childcare courses to inform changes to curriculum and instructor effectiveness. The Lead Agency is planning to pilot a pre- and post-test system with some of the newly revised courses taught in CAC agencies in order to better assess prior knowledge, growth in the understanding of the topics covered and the effectiveness of the curriculum and the instructor.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **1. Number of providers who earned a Career Ladder level (by level) in FFY23: Level 1: 462; Level 2: 386; Level 3: 339; Level 4: 173; Level 5: 114; Level 6: 89; Level 7: 81; Level 8: 81; Level 9: 64; Level 10: 88; Level 11: 22; Level 12: 15.**

2. 3275 unique providers took 84,632 clock hours of training. (NOTE: This number represents every training hour a provider took even if one provider took multiple training sessions.)

3. Career Ladder Approved Courses (offered by CAC, CCL, TC) attended, by subject, by providers:

Healthy, Safe Learning Environment: 187 courses attended by 2333 providers;

Child Development: 135 courses attended by 1489 providers;

Physical & Intellectual Development: 77 courses attended by 730 providers;

Social & Emotional Development: 86 courses attended by 970 providers;

Relationships with Families: 20 courses attended by 234 providers;

Professionalism in Child Care: 31 courses attended by 271 providers;

Observing and Recording Young Children's Behavior: 31 courses attended by 255 providers;

Infant & Toddler Care: 28 courses attended by 277 providers;

School Readiness: 19 courses attended by 93 providers;

Special Needs: 26 courses attended by 368 providers;

Child Care Business Related: 145 courses attended by 1154 providers;

Family Child Care: 79 courses attended by 554 providers;

School Age: 16 courses attended by 78 providers;

Relationship Touchpoints: 2 courses attended by 9 providers;

Theories & Best Practices: 20 courses attended by 170 providers;

(NOTE: reported numbers include duplicates if courses were coded with multiple subject areas.)

4. Percentage of providers attending professional development courses:

44% of Licensed Center and Family Child Care Providers listed in the Registry attended professional development courses.

21% of all providers listed in the Registry attended professional development courses.

5. Achievement of any endorsements or credentials, annually:

67 endorsements in various specialized topic areas were earned

6. Percentage and number of providers who attain Level 4 "demonstrated competency":

13% (979) of Licensed Center and Family Child Care providers listed in the registry

7% (1041) of providers of all care types listed in the registry

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? \$

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported:

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Utah State Board of Education (USBE) worked with early childhood experts and stakeholders to release a statewide Pre-kindergarten Entry and Exit Profile (PEEP) assessment. This assessment is given at the beginning of pre-kindergarten and at the end of pre-kindergarten to assess growth and aligns with the Utah State Core Standards for Early Learning for Ages 3 to 5. This assessment is open and available to administer in all types of care settings that serve this age group. USBE has made the database to enter results for this assessment available to all preschool and child care programs and assigns children a statewide student identifier number so that their growth and progress may be tracked across educational settings. Additionally, the PEEP was designed to vertically align with the kindergarten readiness assessment called the Kindergarten Entry and Exit Profile (KEEP). USBE asks parents of children taking the KEEP what type of educational setting their child has participated in prior to enrolling in kindergarten, if any. Through the PEEP and KEEP data collected by USBE, the Lead Agency will have access to data needed to assess the implementation of the Utah State Core Standards for Early Learning in child care programs.**

The statewide database where PEEP and KEEP assessment data is collected and stored became available to child care providers in the spring of 2021 in collaboration with the Utah State Board of Education. As this is a newly-developed tool and just beginning to be implemented, our strategy is to collect baseline data and track progress and growth in the individual content areas over time to help assess quality programming. Within our school readiness grants, the Lead Agency is tracking the number of proficient children from the beginning to the end of the school year and through kindergarten with the KEEP as measurement indicators for evaluating the progress in improving the quality of programs when it comes to school readiness initiatives.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan: **In July 2023, Utah's early childhood advisory council (Early Childhood Utah), distributed a survey to Utah's early learning and care providers to measure the awareness, use, and regard of Utah's current Early Learning Standards and Guidelines and Early Childhood Educator Core Competencies. 497 responses were collected from early childhood professionals across sectors, professional levels, and care settings. This data was used to inform a plan to review and update**

Utah's Early Learning Guidelines for Birth to Age Three. In July 2023, the lead agency began assembling a workgroup of professionals from ten diverse agencies and sectors. In September 2023, the workgroup assembled for a workshop. Monthly check-in meetings will continue through April 2024 to monitor progress towards a target completion date of September 2024.

Private child care providers have access to the system to record data for the Preschool Entry and Exit Profile (PEEP) tool, which measures achievement and growth related to the literacy and numeracy content areas of the standards. Utilizing the PEEP assessment and entering data into USBE's system is not a requirement for private child care providers, except for those that participate in the Becoming High Quality and Expanded Student Access school readiness grants. Participation is voluntary for other private providers. The entry data was collected in Fall of 2022 and the exit data was collected in Spring of 2023.

PEEP Entry and Exit Data for 2022-23 School Year

Statewide (All Settings)

Entry ☑ # of Children: 7,198

Entry Literacy ☑: % at Benchmark: 32%

Entry Numeracy ☑ % at Benchmark: 54%

Exit ☑ # of Children: 6,774

Exit Literacy ☑ % at Benchmark: 72%

Exit Numeracy ☑ % at Benchmark: 75%

All Private Providers

Entry ☑ # of Children: 927

Entry Literacy ☑: % at Benchmark: 34%

Entry Numeracy ☑ % at Benchmark: 57%

Exit ☑ # of Children: 927

Exit Literacy ☑ % at Benchmark: 69%

Exit Numeracy ☑ % at Benchmark: 75%

School Readiness Private Provider Grantees

Entry ☑ # of Children: 584

Entry Literacy ☑: % at Benchmark: 33%

Entry Numeracy ☑ % at Benchmark: 56%

Exit ☑ # of Children: 497

Exit Literacy ☑ % at Benchmark: 70%

Exit Numeracy ☑ % at Benchmark: 76%

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS: **Utah's Child Care Quality System (CCQS) recognizes that quality is not defined with a simple definition. Quality incorporates several domains of research-based practices that help young children succeed. As a result, Utah's Child Care Quality System includes five domains of quality including: Health and Safety; Learning Environments and Relationships; Leadership and Professional Development; Management and Administration; and National Accreditation. Child care programs are awarded points based on criteria in each of the five domains. The total number of points determines the level of quality a program has achieved.**
- How many tiers/levels? **5** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - **Tier/Level 1: Default Foundation of Quality: Assigned to eligible licensed programs that serve children whose care is covered by a Utah child care subsidy payment and who meet licensing safety requirements but do not apply for a certified quality rating.**
[] High Quality
 - **Tier/Level 2: Certified Foundation of Quality: The program has a license in good standing from the Utah Child Care Licensing Program, which enforces foundational health and safety standards in child care facilities. The program has had classroom observations.**
[] High Quality
 - **Tier/Level 3: Certified Building Quality: The program is implementing practices that can lead to high quality including participating in observations. This may include incorporating family engagement**

programming and providing professional development to staff among other options. The program has a minimum of 60 total points in the framework including at least 10 points on the observation component and a score of 3 or higher on the School-Age Program Quality Assessment (SAPQA), if applicable.

High Quality

- Tier/Level 4: **Certified High Quality:** The program creates an environment that supports good outcomes for children. Observed interactions are educational and built on positive relationships. The program continues to support high-quality care through ongoing professional development of staff. The program has a minimum of 110 total points, including at least 5 points in Licensing Compliance, Education of Director, and Education of Caregivers. The program scored at least 21 points in the Observation component with a minimum ERS score of 3.67 in each classroom observed, with a score of at a least a 4 in Language/Literacy and Interactions, and a score of 3.5 or higher on the SAPQA, if applicable.

High Quality

- Tier/Level 5: **Certified High Quality Plus:** The program has shown to continually go beyond the required standards for high quality. The program has a minimum of 160 total points, including at least 10 points in Licensing Compliance, Education of Director, and Education of Caregivers. The program scored at least 25 points in the Observation component with a minimum ERS score of 3.67 in each classroom observed, with a score of at a least a 4 in Language/Literacy and Interactions, and a score of 4 or higher on the SAPQA, if applicable.

High Quality

- Tier/Level 6:
 High Quality
- Tier/Level 7:
 High Quality
- Tier/Level 8:
 High Quality
- Tier/Level 9:
 High Quality
- Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition: **45**
- Total number of licensed family child care homes meeting high quality definition: **20**
- Total number of CCDF providers meeting high quality definition: **65**
- Total number of children served by providers meeting high quality definition: **3531**

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality

- Tier/Level 1:
 High Quality
- Tier/Level 2:
 High Quality
- Tier/Level 3:
 High Quality
- Tier/Level 4:
 High Quality
- Tier/Level 5:
 High Quality
- Tier/Level 6:
 High Quality
- Tier/Level 7:
 High Quality
- Tier/Level 8:
 High Quality
- Tier/Level 9:
 High Quality
- Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:
- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency is operating another system of quality improvement.

- General description of other system:
- Describe assessment scores, accreditation, or other metrics associated with this system:
- Describe how “high quality” is defined in this system?
- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:

The lead agency does not have a QRIS or other system of quality improvement.

- Do you have a definition of high quality care?
 - Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
 - No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (check all that apply)?

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe:

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- One-time grants, awards or bonuses
 - Licensed child care centers **96**
 - Licensed family child care homes **58**
- On-going or periodic quality stipends
 - Licensed child care centers
 - Licensed family child care homes
- Higher CCDF subsidy rates (including tiered rating)
 - Licensed child care centers **45**
 - Licensed family child care homes **20**
- Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? **\$746468**

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. The Lead Agency will identify and track the following measurable indicators:

(1) Improvements from baseline observation scores conducted for a Child Care Quality System (CCQS) certified quality rating compared to scores after program participation in intensive coaching, professional development and other technical assistance;

(2) Increase in percentage of programs that are awarded more points in Education of Director component of CCQS at recertification;

(3) Increase in percentage of staff participation in career ladder measured by points awarded at recertification for a CCQS certified quality rating; and

(4) Increased overall points in CCQS framework at recertification.

Due to the pandemic, CCQS was paused. Data will be gathered as programs re-certify to assess the effectiveness of the indicators of quality and support offered to programs.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

(1) Improvements from baseline observation scores conducted for a Child Care Quality System (CCQS) certified quality rating compared to scores after program participation in intensive coaching, professional development and other technical assistance;

**59 out of 94 or 62.77% of centers increased points for observations and
10 out of 27 or 37.04% of FCC programs increased points for observations.**

Of those that are participating or have participated in intensive coaching:

10 out of 15 or 66.67% centers increased observation points

5 out of 9 or 55.56% FCC increased observation points

(2) Increase in percentage of programs that are awarded more points in Education of Director component of CCQS at recertification;

**25 out of 94 or 26.09% centers increased points in Education of Director component: and
18 out of 44 or 40.91% FCC programs increased points in Education of Primary Caregiver**

While the percentage of centers with more points in Education of Director did not increase from FFY22, that does not take into account that 19 more programs are participating in CCQS and that 18 programs are at the maximum points possible.

(3) Increase in percentage of staff participation in career ladder measured by points awarded at recertification for a CCQS certified quality rating;

This only applies to centers provider types as education of staff is not a component of the FCC framework.: 24 out of 94 or 25.53% of programs increased points in Education of Caregivers

(4) Increased overall points in CCQS framework at recertification.

53 out of 94 or 56.38% of centers increased overall points

17 out of 27 or 62.96% of FCC programs scored on the standard framework increased overall points.

5) Improving the supply and quality of child care programs and services for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

Yes

- Number of specialists available to all providers **20**
- Number of specialists available to providers serving children who receive CCDF **20**
- Number of specialists available specifically trained to support family child care providers **8**
- Number of providers served **259**
- Total number of children reached **932**

No, there are no infant/toddler specialists in the state/territory.

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

On-site and virtual coaching

Health and safety practices

Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

Number of staffed family child care networks: **6**

- o Describe what the network/hub provides to participating family child care providers: **Peer Learning Communities that incorporate specialized professional development opportunities, reflection and learning how to set a SMART goal, check ins and group sharing of successes. Support in learning about and applying for the Child Care Quality System.**

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? \$0

Unable to report total amount spent. Indicate reason: **Utah does not spend above and beyond the 3% infant and toddler set aside.**

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Utah does not spend above and beyond the 3% infant and toddler set aside.**

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

(1) Number and percent of programs receiving observations utilizing the Infant Toddler Environmental Rating 3 Edition (ITERS-3) or the Family Child Care Environment Rating Scale (FCCERS-3);

(2) Among programs receiving observations utilizing the ITERS-3, or FCCERS -3. the number and

percentage improving on ITERS-3 or FCCERS-3 scores;

(3) Number and percent of programs receiving technical assistance from the Lead Agency's, Infant/Toddler or Family Child Care Specialists

(4) Number of providers that complete 40 hour Infant/Toddler training; and

(5) Number of providers receiving Infant/Toddler CDA consultation and CDA credential.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

(1) Number and percent of programs receiving observations utilizing the Infant Toddler Environment Rating 3 Edition (ITERS-3) or the Family Child Care Environment Rating Scale (FCCERS-3):

27 licensed center programs, or 6.4%, participated in intensive coaching grants and received coaching and observations from Infant/Toddler Specialists.

13 licensed family child care programs, or 1.5%, participated in intensive coaching grants and received coaching and observations from Family Child Care Specialists.

(2) Among programs receiving observations utilizing the ITERS-3, or FCCERS -3. the number and percentage improving on ITERS-3 or FCCERS-3 scores:

13 out of 14 programs (92.9%) improved their scores from baseline to post observation utilizing the ITERS-3. An additional 13 programs have not received their post observation due to the timing of their grant.

6 out of 6 programs (100%) improved their scores from baseline to post observation utilizing the FCCERS-3. An additional 7 programs have not received their post observation due to the timing of their grant.

(3) Number and percent of programs receiving technical assistance from the Lead Agency's, Infant/Toddler or Family Child Care Specialists:

27 licensed center programs, or 6.4%, participated in intensive coaching grants and received coaching from Infant/Toddler Specialists.

9 licensed center programs, or 2.1%, participated in a Peer Learning Community facilitated by an Infant/Toddler Specialist.

13 licensed family child care programs, or 1.5%, participated in intensive coaching grants and received coaching from Family Child Care Specialists.

75 licensed family child care programs, or 8.5%, participated in a Peer Learning Community facilitated by a Family Child Care Specialist.

(4) Number of providers that complete 40 hour Infant/Toddler training:

386 unique providers took 3603 hours of CAC IT training. 7 providers took 40 hours or more of IT training in FFY23.

(5) Number of providers receiving Infant/Toddler CDA consultation and CDA credential:

104 individuals received support and consultation for the Infant/Toddler CDA by participating in the CDA cohorts. 65 providers received the CDA credential during the reporting period.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$4060824**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency will evaluate measures within the following topics to determine its progress in improving the quality of child care programs through its CAC agencies:**

(1) Caregiver Professional Development;

(2) Quality Improvement; and

(3) Provider Recruitment and Retention.

The following describes the measures in each area:

(1) Number of providers participating in classes and percentage of change from previous year;

(2) Number of caregivers receiving support that earned a CDA credential and percentage of change from previous year;

(3) Number of providers receiving coaching and technical assistance through any coaching program (i.e. Family Child Care Specialists, CDA Coaches, Early Childhood Specialists, CCQS Specialists or General TA) and percentage of change from previous year;

(4) Number of family child care providers that receive Start Up Grants and percentage of change from previous year; and

(5) Number of new programs receiving technical assistance in regards to the Child Care Quality System.

Data will be used to assess the effectiveness of the support offered to programs and caregivers. Changes will be implemented if needed.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

(1) Number of providers participating in classes and percentage of change from previous year:
IN FFY23, 1,546 providers attended Care About Childcare courses, down from 1,940 in FFY22, a decrease of 20.3%. The Lead Agency believes that the decrease is due to more availability of other online options for training, such as Quorum eLearning annual training subscription membership offered through Covid funding. More providers are electing to use these asynchronous online options that are easily accessible and affordable.

(2) Number of caregivers receiving support that earned a CDA credential and percentage of change from previous year:

In FFY23, 71 caregivers earned a CDA credential, down from 73 in FFY22, a decrease of 2.74%. Although there is a decrease of 2 caregivers, this number remained relatively steady and the decrease is just due to a slight fluctuations in numbers of caregivers.

(3) Number of providers receiving coaching and technical assistance through any coaching program (i.e. Family Child Care Specialists, CDA Coaches, Early Childhood Specialists, CCQS Specialists or General TA) and percentage of change from previous year:
In FFY23 1,879 programs received coaching and/or technical assistance, up from 1,773 in FFY22, an increase of 5.98%.

(4) Number of family child care providers that receive Start Up Grants and percentage of change from previous year:

In FFY23, 70 FCC programs received a start up grant, up from 65 in FFY22, an increase of 7.69%. In addition, 12 centers received startup grants.

(5) Number of new programs receiving technical assistance in regards to the Child Care Quality System:

176 programs received CCQS technical assistance from staff at child care resource and referral agencies.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **575**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **28**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set aside
- Unable to report. Indicate reason:

No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **65**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$11006338**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The measurable indicators of progress are as follows:

1. Number of new family providers that become licensed each year. Using the system maintained by CCL, we track the number of applicants and the number of those applicants who complete the application process and become licensed every year. The data collected is used for several purposes including caseload distributions, availability of child care services in the different state areas, and to determine effectiveness in facilitating how applicants become licensed. It also helps us in determining if any other assistance and involvement from other partner agencies are needed.

2. Number of TA visits from licensors to ensure programs comply with licensing standards. CCL maintains and produces a report on the most common rule violations that is used to determine the types of individual and collective TA needed to increase compliance. Licensors provide targeted and on-demand TA and log those into the CCL system for data collection purposes. This report is also evaluated during monthly licensor training in order to look for ways to support compliance with licensing rules.

3. Number of announced, unannounced and monitoring visits completed each year by Utah licensors. Using the CCL system, we can produce reports on any inspections conducted by licensor. This report serves different purposes including licensor performance, caseload management, and verification of inspections completed for individual facilities.

4. Number of licensing visits triggered by a complaint. The CCL system also produces inspection reports by inspection types; complaint investigation is one of them. These reports can be accessible by date, by provider, or by rule type. This information is also used by licensing to determine what rules need to be addressed in using TA and during evaluation of internal policies, including the rulemaking process.

5. Number and suspensions or revocations of licenses each year. Suspensions and revocations of licenses are also tracked by the CCL system and are available by date and facility type. This information is used to determine compliance with enforcement, and to help us evaluate possible reasons for adjustments in our policies and rules. This information also helps in determining if our rules are protecting the children or not and if we need assistance from other partner agencies to better improve quality of care.

6. Among refugee child care providers receiving supportive services, the number and percent becoming FFN or licensed providers and percentage of change from previous year. Data will be used to determine the effectiveness of the support and guide needed improvements;

7. Number of providers participating in the Child Care Licensing training. We track this information to evaluate effectiveness of our training and to help providers comply with the required reporting of training hours and topics.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

1. Number of new family providers that become licensed each year:

29 new family providers

2. Number of TA visits from licensors to ensure programs comply with licensing standards.

65 Technical Assistance visits

3. Number of announced, unannounced and monitoring visits completed each year by Utah licensors:

Announced Inspections: 1,887

Unannounced Inspections: 1,905

Conditional Monitoring: 4

Follow-Up Inspections: 1,051

Pre-License Inspections: 510

Focus Inspections: 266

4. Number of licensing visits triggered by a complaint:

575 complaints received

391 complaints investigated

54 complaint follow-up inspections

21 complaint focus inspections

5. Number and suspensions or revocations of licenses each year.

0 suspensions or revocations of licenses

6. Among refugee child care providers receiving supportive services, the number and percent becoming FFN or licensed providers and percentage of change from previous year:

17 refugees were supported to become child care providers, eight are still in the process, six received a license and three did not complete the process. 35% who received support became licensed, an increase from the previous year of only 11% becoming licensed.

7. Number of providers and caregivers participating in the Child Care Licensing training:

11,040 participants in training

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe

Core Knowledge and Competency Framework

Other. Describe **School Age Program Quality Assessment (SAPQA) from the Weikart Center**

Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- Core Knowledge and Competency Framework
- Other. Describe
- Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

- No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care

programs, practice, or child development during October 1, 2022 to September 30, 2023?
\$1437641

[] Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The measurements relevant to the Utah Education Policy Center (UEPC) afterschool evaluations are determined by the contract as well as the ongoing needs identified by individual grant recipients. This includes delivery of annual evaluation reports each year of the program. The main objective of the evaluations is to determine programs effectiveness in implementing quality afterschool programming as determined by the grant performance requirements. Measures utilized in the evaluation projects include an afterschool program staff and student survey developed by UEPC, comparison of longitudinal program quality through assessment of the School Age Program Quality Assessment, anecdotal comparisons of the Utah Afterschool Network Quality Tool Improvement Plans, afterschool program participation data, creation and participation in peer learning communities, as well as final program evaluations to show growth of quality throughout the grant timeline. Quality is then assessed through qualitative and quantitative means outlined in annual reports and, in March of 2022, a final overall report.**

The measurements relevant for the CCQS are the assessment scores on both the ITERS-3, and ECERS-3 and SAPQA scores utilized to assign a program a rating. Observations are conducted yearly and the Lead Agency will compare scores from year to year to determine if programs are improving quality. The School Age Program Quality Assessment (SAPQA) is used to evaluate school age classrooms in private child care centers participating in CCQS. The SAPQA is an evidence-based, verified observation tool widely used in school-age programs.

The Lead Agency began using the Program Quality Assessment tool in grant programs beginning July 2017. The Lead Agency continues to provide grants and contracts to out of school time programs. The SAPQA is used in all afterschool grant-funded programs and is administered by the Lead Agency and its contracted designees who are trained and reliable in the tool. The results of the SAPQA observation are used to inform technical assistance with UAN Out-of-School Time (OST) Specialists and identify quality areas of improvement for the program to address over the contract year. Additionally, the PQA observation scores will allow the Lead Agency to gather quality data that will later provide an opportunity to establish benchmarks for quality grants.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: School year grants support quality growth in the following areas: Social-Emotional Learning, Community Engagement, Family Engagement, School-day alignment, and staff and organizational development. Grants. The SAPQA is used in all school-age grant-funded programs and is administered by the Lead Agency and its contracted designees. The results of the SAPQA observation are used to inform technical assistance with Utah Afterschool Network Out-of-School Time (OST) Specialists and identify quality areas of improvement for the program to address over the contract year. 152 programs participated in the quality effort with an aggregate of 3.88/5.00 SAPQA score.

From the quality concentrations listed above, the Utah Education Policy Center (UEPC) provides more focused and deliberate technical assistance in family engagement through capacity building and is using metrics reporting to determine the effectiveness of the focused technical assistance. UEPC, alongside other afterschool partners, are working with specified programs that have indicated that they wish to build their capacity in family engagement. UEPC is providing continuous improvement support and is measuring progress through the completion of SMART goals, staff surveys, and guided family surveys. The final result, with cumulative metrics, is then assessed through qualitative and quantitative means outlined in annual reports and, in June of 2025, a final overall report.

Outcomes and numerical targets achieved in section 7.7.2 of FFY 2022-2024 CCDF Plan
(1) Improvements from baseline observation scores compared to scores after program participation in intensive coaching, professional development and other technical assistance;
94 licensed centers recertified in the Child Care Quality System
60 out of 94 or 64% of centers increased points in the observation component

44 out of 76 or 58% increased the score on the School Age Program Quality Assessment observation

27 licensed family child care programs recertified in the Child Care Quality System. Of those recertifying, 10 or 37% of programs increased points in the observation component.

(2) Increase in percentage of programs that are awarded more points in Education of Director component of CCQS at recertification;

Centers: 26 out of 94 or 28%,

Family child care: 10 out of 27 or 37%,

Total: 36 out of 121 or 30%.

(3) Increase in percentage of staff participation in career ladder measured by points awarded at recertification for a CCQS certified quality rating.

Centers: 24 out of 94 or 25%

This only applies to center provider types as education of staff is not a component of the FCC framework.

(4) Increase in overall points in CCQS framework at recertification:

Centers: 54 out of 94 or 57%,

FCC: 10 out of 27 or 34%

9) Supporting child care providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **1**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **0**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **1**

No lead agency support given to providers in their pursuit of accreditation.

N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? **\$413**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency will measure the number of programs that are accredited, the number of programs that were awarded an accreditation scholarship and the percentage of change from the previous year.**

Measurement data will be used to assess the effectiveness of the support offered and guide any needed adjustments.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **There were 37 programs accredited by one of the five organizations that qualify programs to receive points in Utah's QRIS system. This number remained the same as last year, with some new programs being added and some letting their accreditation expire.**

During FFY23, one center child care program received an accreditation scholarship. This is the same amount as last year with a 0% increase.

10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

- QRIS, check which indicators the lead agency has established:
 - Health, nutrition, and safety of child care settings
 - Physical activity and physical development in child care settings
 - Mental health of children
 - Learning environment and curriculum
 - Ratios and group size
 - Staff/provider qualifications and professional development
 - Teacher/provider-child relationships
 - Teacher/provider instructional practices
 - Family partnerships and family strengthening
 - Other. Describe:
- Early Learning Guidelines
- State Framework. Describe
- Core Knowledge and Competencies
- Other. Describe
- N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?
 - CCDF quality funds
 - Non-CCDF funds

- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2022 to September 30, 2023? \$

- Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

N/A

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

N/A

11) Other activities to improve the quality of child care services

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

Yes. If yes, describe and check which types of providers were eligible and number served. **In addition to our Stabilization Grants, we supported child care providers that were not eligible for a Stabilization Grant. We duplicated our Stabilization Grant application to include programs licensed after March 11, 2021 and an additional license type of Commercial Preschool, using CRRSA funds.**

We also used ARPA Discretionary funds after ARPA Stabilization and CRRSA funds were expended to continue the Stabilization Grants.

Licensed center-based programs **346**

License-exempt center-based programs **73**

Licensed family child care homes **579**

License-exempt family child care homes (care in providers' home)

In-home (care in the child's own home)

Other (explain) **Commercial Preschools: 9**

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2022 to September 30, 2023?

Yes. Describe: **Continued work to improve and upgrade the Care About Childcare website, which houses our child care search for families, workforce registry and the facilitation of our QRIS system.**

No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2022 to September 30, 2023?

Yes. Describe findings:

No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received each type of support?

- Financial bonuses (not tied to education levels) **146**
- Salary enhancements/wage supplements
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs **655**
- Start up funds
- Other. Describe:
- N/A. Describe:

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$23356031**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Spending amount includes out-of-school time and school readiness activities reported in the 11.7 Progress Update as well as the development screening project and its use within programs. These projects are funded through CCDF quality funds, non-CCDF funds and CRSSA funds**

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The Lead Agency engages in additional activities to improve the quality of child care services in the areas of preschool and afterschool.**

For afterschool programs, the Lead Agency has grant opportunities centered on the Results-Based Accountability framework. This framework allows the Lead Agency to assess the quality of programs through three questions: (1) "How Much" allows programs to demonstrate service to high risk students, (2) "How Well" allows for the review of program data through S.M.A.R.T. goals and program quality assessments, and (3) "Is Anyone Better Off" shows how programs meet particular outcomes of their grant. The Lead Agency contracts with the Utah Afterschool Network to ensure quality resources are available to all afterschool programs, including those not receiving grant support from the Lead Agency.

Other quality measures are verified through the establishment of safe spaces for school age children, ensuring all programs are following child care licensing safety guidelines. Programs are evaluated annually on quality through internal and external assessments. Internal assessments are self evaluations that measure program safety and connectedness and inform the creation of individualized action plans to improve identified areas of concern. External assessments are conducted using the Program Quality Assessment tool to allow for unbiased evaluation of the program to prove that quality standards enacted through Utah Code are met. External assessments allow the Lead Agency to evaluate the level of quality in afterschool programs from the beginning to end of a program year, and will allow for the establishment of benchmarks in future years to better direct grant funding.

The Lead Agency tracks and follows performance measures for afterschool grantees that includes:

30+ day student attendance;

Free and Reduced Priced Lunch students; and

Completion of outcomes.

The activities in preschool quality improvement and kindergarten preparedness are conducted by the Lead Agency in collaboration with the Utah State Board of Education (USB E) with governance from the Utah School Readiness Board (the Board). The Lead Agency administers the legislatively-directed School Readiness Initiative, which includes the following components: (1) Grants to existing preschool programs to increase the quality of the program, and (2) Funding to support the expansion of preschool availability for 3, 4, and 5 year olds who are not eligible for Kindergarten to participate in high quality preschool programs. These two grant opportunities are funded with a mix of state General Funds as well as CCDF.

The Lead Agency tracks the following each year::

- (1) The number of programs applying for funds under each grant opportunity and their quality level;
- (2) The number of programs receiving funds under each grant opportunity; and
- (3) The number of eligible children served under each grant opportunity.

These indicators highlight the number of programs statewide seeking to engage in quality building activities to improve their preschool offering. In Utah's mixed-delivery preschool system, limited funding is maximized through these grants to serve as many eligible students as possible each contract year.

As part of their statutory responsibility, the Board establishes a quality assessment tool and student performance benchmarks each year, which are incorporated into the grant application process. The observation tool must be evidence-based and utilized by trained and reliable observers; the Board determines the quality level that must be met by programs with the quality tool. Quality is central to the grant agreements with expected outcomes and activities centered on best practices, alignment with preschool standards, and the elements of a high quality school readiness program as defined in the School Readiness Code.

All funded school readiness grantees are required to conduct a Preschool Entry and Exit Profile (PEEP) assessment for students in their program. In collaboration with USBE, the Lead Agency has established a target of 20% of children attending programs funded at least in part with School Readiness grants that increase their PEEP assessment score from the beginning (Entry) to end (Exit) of their preschool year.

In addition to the two grant programs, the Lead Agency is responsible for administering the state-funded Pay for Success transaction as part of the School Readiness Initiative, adopted in 2014.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **The Lead Agency tracked and followed performance measures for out-of-school time (OST)/afterschool grantees that included:**

Number of Contracts: 134

Number of Programs: 301

Unduplicated Enrollment: 24,064

30+ day student attendance: 11,334

Enrollment of Free/Reduced Priced Lunch Students: 12,452

OST Staff Participation in Professional Development Opportunities: 1,492

Total Technical Support cases addressed by OST support staff: 772

Number of school year programs scoring at quality levels: 58 Low; 122 High

Number of school year programs that have improved quality as determined by the SAPQA: 29

The activities in preschool quality improvement and kindergarten preparedness are conducted by the Lead Agency in collaboration with the Utah State Board of Education (USBE) with governance from the Utah School Readiness Board (the Board).

The Lead Agency tracked the following metrics for FY 23:

Number of programs applying for funding: 39

Number of programs receiving the funding: 38

Number of eligible children served: 1,466

Preschool Entry (PEEP), administered in September, and Kindergarten Entry Profile (KEEP),

administered in May, assessment data:

Literacy Domain -

PEEP 56% of children meeting Expectations of Progress

KEEP 76% of children meeting Expectations of Progress

Numeracy Domain -

PEEP 54% of children meeting Expectations of Progress

KEEP 71% of children meeting Expectations of Progress

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **Administrative rules require child care providers to report any serious injuries and deaths that happen while in child care. Providers complete this report using their licensing portal. Child Care Licensing makes this information for the previous three years available to the public through their website. If there are citations associated with the incidents or deaths, this information is also made available to the public. Below is the link to the aggregate report:**
<https://childcarelicensing.utah.gov/wp-content/uploads/Accident-Incident-or-Injury-Report.pdf>.

Every report goes to the facility licensor for review and input. The form then goes to the CCL management team for evaluation and determination of any possible additional steps and outcomes, including more detailed information, additional investigations, penalties, and to determine how to make the information publicly available.

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **There were administrative rule changes made to help clarify processes, to clean up old language, and to provide better guidance to providers. As a result, there were also changes made to policies and interpretation manuals that are posted on the Child Care Licensing website to better explain regulations, policies, and procedures. Checklists for conducting inspections were also revised, updated, and posted on the Child Care Licensing website.**

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

Yes. Describe:

No

13.2 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

Targeted grants to support workforce compensation (no other allowable uses)

Providing bonus funds to providers that increased child care staff compensation through stabilization grants

Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

Other (Describe): **Programs were eligible receive an enhanced rate of Stabilization Grant funding when they verified 51% of their staff/employees were earning a minimum wage of \$15 per hour.**