





Project Summary/Abstract

Project Title: Puerto Rico Preschool Development Grant Birth Through Five (PDG B-5)

Applicant Name: Administration for Integral Child Care Development

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During September 2017, Puerto Rico was hit by two powerful hurricanes, Irma and María that left the entire Island without electric power; and caused extensive damage to roads, bridges, public and private property, water and food shortages, business closures, many deaths, and large number of displaced residents. Residents of Puerto Rico suffered the catastrophic aftermath of the Hurricanes for months, many even after a year, and some are still struggling. Puerto Rico continues a long term recovery process. The Administration for Integral Child Care Development (ACUDEN) proposed PDG B-5 Project will allow Puerto Rico to develop an up to date statewide strategic plan, informed by an updated needs assessment, which will guide systemic efforts to meet our project's goal to coordinate Puerto Rico's mixed delivery system to facilitate access to all children and families to high quality services they need to improve their lives. The Administration for Integral Child Care Development will lead the work to engage partners and stakeholders, including families, throughout the Project.

The Project will administer *Pasitos* needs assessment, developed by the University of Puerto Rico's Education Research Center (CIE) for ACUDEN and will also coordinate with stakeholders to gather recent needs assessments, analyze existing data and research gaps and develop a research plan. The Project will research the existing unduplicated count of children B-5 in early childhood care and education programs, and those in waiting list.

To develop the strategic plan, the Project will gather information of the existing inventory of service providers to integrate them in the integrated statewide strategic plan. The Project will also improve the quality of services for children with special needs and living in the most disadvantaged low income communities in Puerto Rico.



In order to increase parents' ability to make informed decisions about their children's care and development, the Project will conduct activities designed to maximize parental choice and knowledge, engage and support parents in their children's development, and increase support for families of children with disabilities.

The Project will share best practices with the Mixed Delivery system by enhancing trainings for child care providers who serve children B-5.

By supporting site-based Continuous Quality Improvement of 100 child care providers the Project will improve the overall quality of statewide Early Childhood Care and Education.

Expected outcomes for year one are: a) Updated Comprehensive Needs Assessment, b) Completed Comprehensive Strategic Plan, c) Activate the Cross-Sectoral Governor's Early Childhood Council, d) Educate and inform families on the variety, quality, access and affordability of early childhood care and education programs for their young children, e) Inform Early childhood care and education program providers on best practices directed to reduce duplication of effort, leverage financial and other resources, and increase program quality, collaboration, and efficiency of B-5 services, including improved transitions across programs and into the early elementary grades, f) Improve the overall quality of PR Early Childhood Programs by increasing the number of centers evaluated with the PR Quality Rating and Improvement System. This strategy will use the needs assessment results and other activities delineated in the strategic plan to: (a) evaluate centers in geographical areas where families are in most need, (b) evaluate and provide intensive training to centers with the lowest quality scores, those who have 2-3 points in a rating scale where 5 points is the highest rating in quality.

Expected outcomes beyond the first year: a) Statewide implementation of Project activities to continue informing and updating the continuous improvement process, b) increased proportion of children and families in identified target populations that are served in high-quality programs; b) increased involvement and engagement of parents/family members actively supporting their children's development and education/learning; and c) increased number of providers engaged in evidence-based quality improvement.



Introduction

The Administration for Integral Child Care and Development of the Puerto Rico Department of the Family, submits this application, as the Lead Agency for the Preschool Development Grant-Birth to Five (PDG-B-5) to update and implement Puerto Rico's strategic plan to facilitate collaboration and coordination among early childhood care and education (ECE) programs in a mixed delivery system in order to prepare low-income and disadvantaged children to transition into the local educational agencies elementary school. Specifically, it proposes to carry out the PDG-B-5 Initiative's purposes:

1. Develop, update, or implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system across the State;
2. More efficiently use existing Federal, State, local, and non-governmental resources to align and strengthen the delivery of existing programs;
3. Encourage partnerships among the wide range of ECE programs and service partners that make up the B-5 Early Childhood State System;
4. Expand parental choice and knowledge about existing programs; and
5. Enhance school readiness for children from low-income and disadvantaged families, including during children's transition into elementary school by sharing best practices between and among ECE providers.



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Key Acronyms

ACUDEN - Administración para el Cuidado y Desarrollo Integral de la Niñez, Administration for Care and Integral Development of Children

ADSEF - Administración para el Desarrollo Socioeconómico de la Familia, Puerto Rico Administration of Socioeconomic Development of the Family

CCAP – Child Care Assistance Program

CCDF – Child Care and Development Fund

CENTRANA - Resource and Referral Center for Early Childhood

CFDA - Catalog of Federal Domestic Assistance number


COP – Community of Practice

CQI – Continuous Quality Improvement

DF– Puerto Rico Department of the Family

EHS – Early Head Start

ECBG – Early Childhood Block Grant



ECCE – Early Childhood Care and Education

EI – Early Intervention

HS/EHS – Head Start and Early Head Start

I/ECMHC – Infant Early Childhood Mental Health Consultation

MIECHV – Maternal, Infant, Early Childhood Home Visiting Program

PRDE – Puerto Rico Department of Education

PRDH – Puerto Rico Department of Health

QRIS – Quality Rating and Improvement System

NAP - Nutrition Assistance Program

TANF- Temporary Assistance for Needy Families

T&TA – Training and Technical Assistance

WIC- Woman, Infants and Children

State B-5 Mixed Delivery System Description and Vision Statement

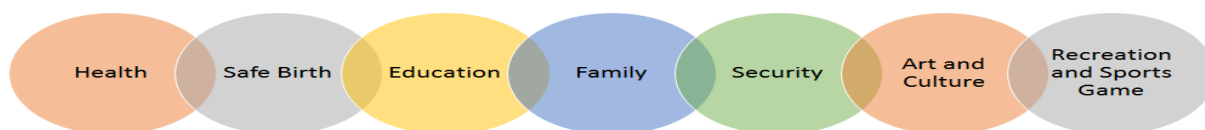
Description: The Administration of Care and Integral Development of Children, ACUDEN, is Puerto Rico’s lead Agency of the ECCE mixed delivery system, is governed by various state and federal policies and regulations, and uses federal and state funding sources to support service delivery. Puerto Rico has been committed to developing a high quality mixed delivery system to serve early childhood. This grant will help Puerto Rico to strengthen coordination and collaboration in this system to support the achievement of the vision for the benefit of children and families.


Mixed Delivery System and Vision Statement

“Neuroscientific, biological, genetic and social science research evidence has unequivocally demonstrated that the foundations of adult health, well-being and productivity are formed during the first years of life (Shonkoff et al., 2012). There is growing recognition that protecting, promoting and supporting early childhood development (ECD) not only is possible through intervention and prevention (Engle et al., 2011) but also a priority for the global community. Indeed, never before has the political commitment to invest in ECD been as strongly articulated as it is now.”

(Bernard Van Leer Foundation)

Recognizing that early childhood is a fundamental period and that as a society "we must provide children with the necessary experiences and the best life opportunities that allow them to maximize their potential as individuals," the Puerto Rico State Legislature enacted on June 18, 2008 Public Law No. 93 for the *Development and Implementation of Public Policy for Early Childhood*. Law 93 is based on the ethical values reflected in the Convention on the Rights of the Child of the United Nations, ratified in 1989, as well as on Puerto Rico's own Charter of the Rights of the Child (Act No. 338 of 1998). In addition, it is based on seven research-based principles. Public Law Law 93-2008 addresses seven (7) key areas:






In Puerto Rico a comprehensive mixed early childhood system encompasses programs and services that address the needs of young children and their families in all of these areas (i.e., child care and education, early intervention, safe births, health care, etc.) in addition to early learning standards, licensing and regulatory systems, program standards, family supports, a professional development system, quality improvement initiatives (such as quality rating and improvement systems) and financing.

Puerto Rico has a robust mixed early childhood B-5 care and education, including early intervention, services delivery system that includes core public and privately-funded early childhood care and education programs and providers. These include State licensed or regulated child care and development (center-based, family child care) and informal care providers; Head Start and Early Head Start; State prekindergarten programs; special education preschool; Maternal, Infant, and Early Childhood Home Visiting Program and other federally-funded home visiting services; Part C and Section 619 of Part B of IDEA; private preschool programs; and programs funded by Title I of the ESEA. In addition, it also includes a wide range of services and supports that engage and strengthen families caregiving, protect children from harm's way and promote infants and young children's health and wellness, such as Medicaid; the Children's Health Insurance Program (CHIP), which provide no cost/low cost health coverage for eligible children; Title V Maternal, Child and Youth Health Programs and Children with Special Medical Needs; Healthy Start; Child and Adult Care Food Program (CACFP); the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); the Supplemental Nutrition Assistance Program (NAP), which helps lower-income families buy nutritious food; the Temporary Assistance for Needy Families (TANF), which provides temporary financial and child care for families; family support services for economic development; child welfare services; the State

Center for the Protection of Children, in charge of child protective services and the infrastructure components that support these programs and services. Initial efforts to plan for the implementation of the new Family First legislation is now underway.




The diverse early childhood programs and services in Puerto Rico operate within an array of public agencies such as the Departments of Health, Department of Education, Department of the Family, and private non-profit and for-profit community-based providers. The Administration for Integral Child Care and Development (ACUDEN, Spanish acronym), the proposed Lead Agency for the PDG-B-5 grant, was created in year 2003 to administer both the Head Start and Child Care and Development grants. At present it delegates funding to municipal governments, non-profit



organizations and private community providers throughout the islands of Puerto Rico and shares the Head Start community with other thirty-two (32) grantees.

Key programs and projects in the private sector have also demonstrated impact in addressing the needs of young children and families with mixed funding streams. Some examples, are the *Nacer* Project, for teenage expectant and child-rearing families that are studying or working; *Sembrando Futuro* a United Way program to increase awareness of early childhood issues and promote coordinated system efforts at the local (municipal) level, and *Despertar Musical* and the Integrating Visual Arts programs of the Conservatory of Music and the Puerto Rico Arts Museum, both directed towards the integration of music and visual arts in the early childhood curriculum. Most recently, the Columbia University's National Center for Disaster Preparedness Resilient Children/Resilient Communities project, was established in the eastern and western regions, to as part of Puerto Rico's emergency preparedness initiatives targeted to children. A well-known Puerto Rican foundation, the Angel Ramos Foundation, has also placed early childhood as one of its top priorities for funding. Puerto Rico has two strong associations that address the early childhood workforce needs: the Puerto Rico Association for the Education of Young Children (PRAEYC) and the PR Association of Child Care and Development Centers (APCCDN, Inc.).


In addition to the system of programs and services just described Puerto Rico has consistently developed and updated early learning guidelines to be used by all early childhood care and education as they select and implement curricula. It also revised in 2016 the licensing law and regulations for center-based and family child care as well as children institutional protective services. Additionally, Puerto Rico created and validated a Quality Rating and Improvement System in 2011 for measuring and providing improvement supports to early childhood program



quality. Even though the staff of many early childhood programs have access to diverse opportunities for their professional development, Puerto Rico does not have an articulated professional standards and competencies framework and professional development system.

State Public Law 93-2008 called for the establishment of the Governor's Multisectorial Early Childhood Council as the governance structure that integrates public policy and the mixed service delivery system for early childhood. The Council is composed of 18 members representing the public and private sectors. Its statutory mission is to develop a comprehensive system of available, accessible and high quality supports and services to provide children the opportunity for an optimal integral development. (SL93-2008, Article 3, Paragraph #1). Precisely what Puerto Rico will be able to accomplish with the funding support of the PDG-B-5 Grant.

Two former Puerto Rico governors have integrated, through Executive Orders, in a single governing body, the PL 93-2008 Council's mission and membership with the Childhood State Advisory Council that is required by the Head Start Act of 2007. This body is responsible for effective planning, identification of fiscal resources and coordination among the diverse public agencies and private entities that constitute Puerto Rico's early childhood mixed delivery system, to insure cost-effective quality services. In the past, both governors have delegated the council's operations to the Department of the Family and its Administration for Integral Child Care and Development. The Puerto Rico Governor's Multisectorial Early Childhood Council will be reactivated as soon as Puerto Rico begins the implementation of the PDG-B-5. At present, the EHS-HS Council, serves as the leading advisor on early childhood matters for Puerto Rico. It is housed in ACUDEN's Head Start/Early Head Start program and includes representatives from public agencies, service providers, private funders, advocates, family organizations and the Director of the Puerto Rico HS State Collaboration Office. Other key multisectorial bodies that




are shaping the early childhood services policy and operational agenda are the Children and Youth Task Force, created to address Puerto Rico's response and recovery to the impact of Hurricanes Irma and María in 2017; and Project LAUNCH's Young Children's Wellness Council, whose purpose since 2014 is to promote wellness of young children from birth to 8 years of age, addressing the physical, social, emotional, cognitive and behavioral aspects of their development in an integrated way in three of Puerto Rico's municipalities. Past work from the former Comprehensive Early Childhood System program housed at the Department of Health have also shaped the mixed delivery system's ongoing development and implementation.

Members of the Puerto Rico Children and Youth Task Force and other potential partners provided input for the development of this application.

Progress and Successes; Hurdles, and Challenges

Initial efforts to address young children's needs have led to the development of a comprehensive and complex legal and public policy framework which includes: the Puerto Rico Children Bill of Rights (PL 87-2011), State Law 93 of 2008 and an array of laws and regulations targeted to the 7 areas of attention addressed in PL 93-2008. Some examples are: PL 156-2006 for Accompaniment During Labor, Birth and Post-Partum; PL 246-2011 for the Safety, Wellness and Protection of Minors; PL 296-2000 for the Conservation of Health in Children and Adolescents; PL 200-2014 for the Orientation of Multidisciplinary Services for Early Intervention in PR; PL149-1999-Organic Law of the Puerto Rico Department of Education (recently amended); 173-2016 that creates new licensing legislation for child care and development centers and facility child care homes; among others. Puerto Rico also has available a broad and diverse supply of programs and services for young children and their families. Nevertheless, the consultations made for this



application and the Governor's Cross-Sectoral Early Childhood Council needs assessment still identified gaps and challenges in the availability and access to quality programs and services for young children particularly those living in rural areas, with disabilities, with behavioral or mental health issues or suffering from a catastrophic illness. Service delivery hours as well as transportation service also present a challenge for parents seeking services. widespread consumer and parenting education; related to the integration of the arts, environmental education, recreational activities and developmentally appropriate movement education for children from birth to five years of age in children's daily lives.

Overall, the main challenges of the B-5 State System are limited funding (state and federal) as well as fragmentation and poor coordination among the many key partners and stakeholders, which produce gaps in service delivery as well as obstacles to cost-efficient efforts and greater impact. An example of this is the overlapping of services between the Head Start programs and the PreK program at schools in different municipalities. Changes in system governance with its concomitant shift in priorities always present hurdles for the institutionalization and/or sustainability of efforts towards the implementation of programs, services, and special initiatives. PDG-B-5 funding will allow for the institutionalization of the Puerto Rico QRIS system to insure continuous quality improvement in all early care and education programs. Through its efforts Puerto Rico fully expects to create additional opportunities for State agency partners and outside organizations to actively collaborate and create a more thorough and vested alignment of the B-5 system.




Vision for the Birth to Five Mixed Services Delivery System:

The Lead Agency expects that members of the previously described early childhood cross-sectorial councils and task forces will be fully engaged as collaborative partners to achieve the following single vision with the support of the Preschool Development Grant-B-5:

Young children with access to the necessary living standards and quality services and supports in their family, community and society to promote their general wellness, optimal development and effective transition to school.

The PDG-B-5 application planning committee foresees the achievement of the following short and long term outcomes through these efforts.

Expected outcomes for year one are: a) Updated Comprehensive Needs Assessment, b) Completed Comprehensive Strategic Plan, c) Activate the Cross-Sectoral Governor's Early Childhood Council, d) Educate and inform families on the variety, quality, access and affordability of early childhood care and education programs for their young children, e) Inform Early childhood care and education program providers on best practices directed to reduce duplication of effort, leverage financial and other resources, and increase program quality, collaboration, and efficiency of B-5 services, including improved transitions across programs and into the early elementary grades, f) Improve the overall quality of PR Early Childhood Programs by increasing the number of centers evaluated with the PR Quality Rating and Improvement System. This strategy will use the needs assessment results and other activities delineated in the strategic plan to: (a) evaluate centers in geographical areas where families are in most need, (b) evaluate and provide intensive training to centers with the lowest quality scores, those who have 2-3 points in a rating scale where 5 points is the highest rating in quality.

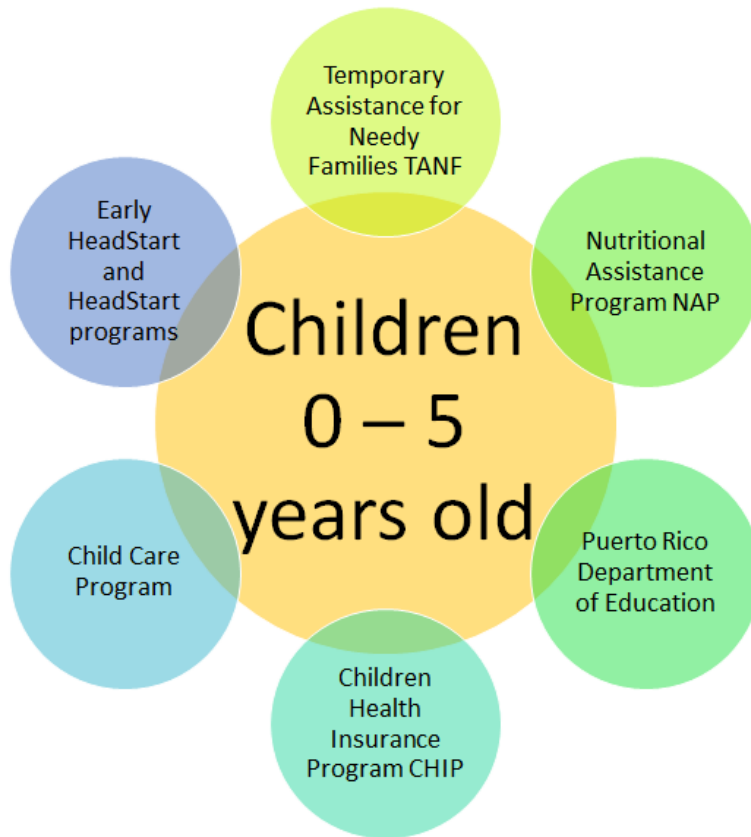


The Puerto Rico Department of the Family is responsible for licensing non-school-based child care centers and homes, granting license-exempt status to qualifying settings, and providing periodic monitoring and licensure violations tracking.

Puerto Rico Administration of Socioeconomic Development of the Family (ADSEF) provides other family support services, including: Supplemental Nutrition Assistance Program (NAP), which helps lower-income families buy nutritious food; Temporary Assistance for Needy Families (TANF), which provides temporary financial and child care for families; and the Puerto Rico Department of Health administers Medicaid and the Children's Health Insurance Program (CHIP), which provides no-cost or low-cost health coverage for eligible children.

The needs assessment plan aligns with the logic model relationship of stakeholder engagement to guide strategic direction. The achievement of the needs assessment work plan will inform strategic plan **Increasing the quality, coordination, alignment, and efficiency of programs and services:**


Puerto Rico's vision for the Mixed Delivery system needs a well-coordinated, accessible mixed delivery system in which all families with children have alternatives to select culturally and linguistically appropriate services that support their needs and help children develop effectively to transition to kindergarten and further education.



Activity One: B-5 Needs Assessment

Description: In the first 3 months of the grant year, the Project will collaborate with entities to update: the statewide B-5 needs assessment and the availability and quality of existing programs in Puerto Rico. The needs assessment that will be used as a baseline will be the one created by the Governor’s Early Childhood Council to develop its strategic plan with a cross-sectoral and interagency approach that aligns strategies and resources to work on the seven areas of focus of State Law 93 of 2018.

The needs assessment used several research methods aimed at: 1) identifying and describing the state of young children, including critical overall demographic data and by municipality (ie. changes in 0-8 population in the last 5 years; percentage of families with children younger than 6




years whose mothers are heads of households; percentage of children living under poverty; child abuse rate); 2) identifying the strengths, needs, opportunities and barriers in the child care development and early learning services system to achieve its availability, access, quality and integration resulting from Tran sectorial and interagency collaboration. The former used document research while the latter also included a review and analysis of diverse sources of information to obtain a more complete picture of the state of affairs. A variety of methods were used to gather information such as a review of notes from informal and formal meetings, public hearings and surveys conducted by the former Children's Council as well as cross-sectoral consultations, expert panel interviews and focus groups. In addition, a comprehensive review of the literature on best practices in other jurisdictions. The expert contribution of the members of the Council's four working committees were sought. A SWAT exercise was done with the committee facilitators.

The Project will also use a variety of methods to conduct a thorough update of the needs assessment to provide comprehensive information on Puerto Rico's current ECCE services to inform needs to be addressed by the Project to provide quality ECCE services to all children.

Check amendments to the laws and regulations contained in the legal framework.

In collaboration with primary sources of information, validate, continue to regularly identify and update data on the availability of services, programs, projects and initiatives in force in all sectors, agencies, organizations and municipalities (with particular emphasis on the areas of art and culture and play, recreation and sports).

Check the operational status and results of the proposed councils with primary sources and committees as part of projects and laws related to the development of children at an early age.



Expand the analysis of the multiple dimensions of access to services and programs for the entire eligible population related to the development of children at an early age.

Needs Assessment Process

- Contract an external entity to update the needs assessment.
- Engage with external stakeholders in the development of the new needs assessment, including: program directors and staff across child-serving programs from birth to third grade; families and caregivers, including custodial and non-custodial parents; community partners and advocates, including local early childhood collaborations; HS-EHS Council; university professors and researchers.
- Gather or develop descriptive statistics for populations in the scope.
- Gather data of unduplicated number of children receiving and awaiting services.
- Identify the unduplicated number of early childhood educators.

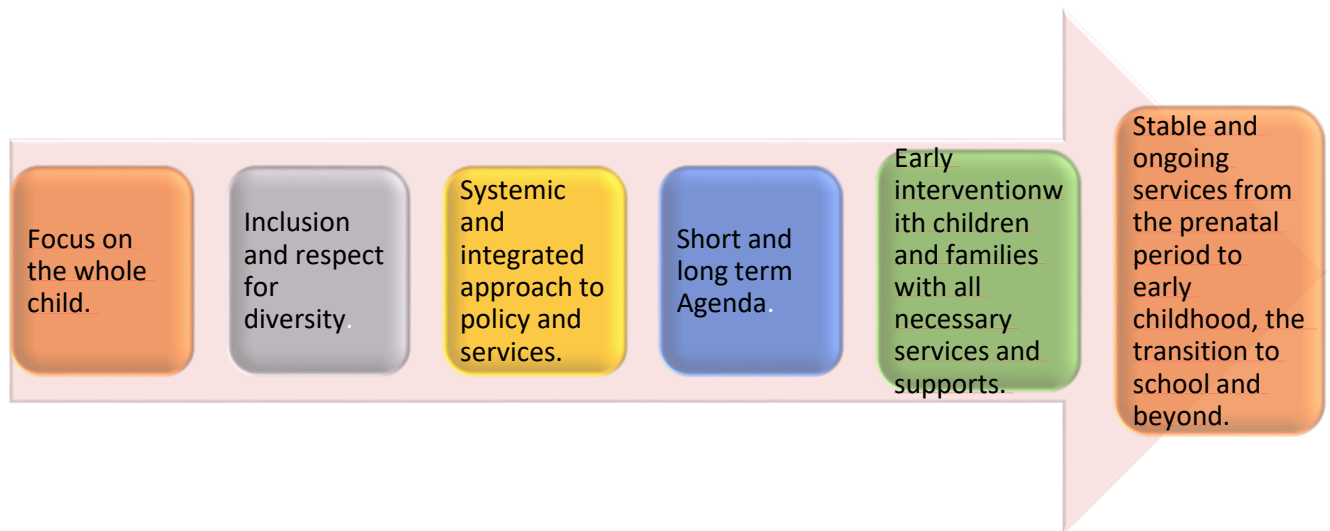
Activity Two: B-5 Strategic Plan

In order to fulfill its mission and accomplish its vision, the Governor's Cross-Sectoral Council developed a strategic plan with a cross-sectoral and interagency systemic approach that aligned strategies and resources to work on the seven areas of focus of Law 93-2008. This allowed the Council to:

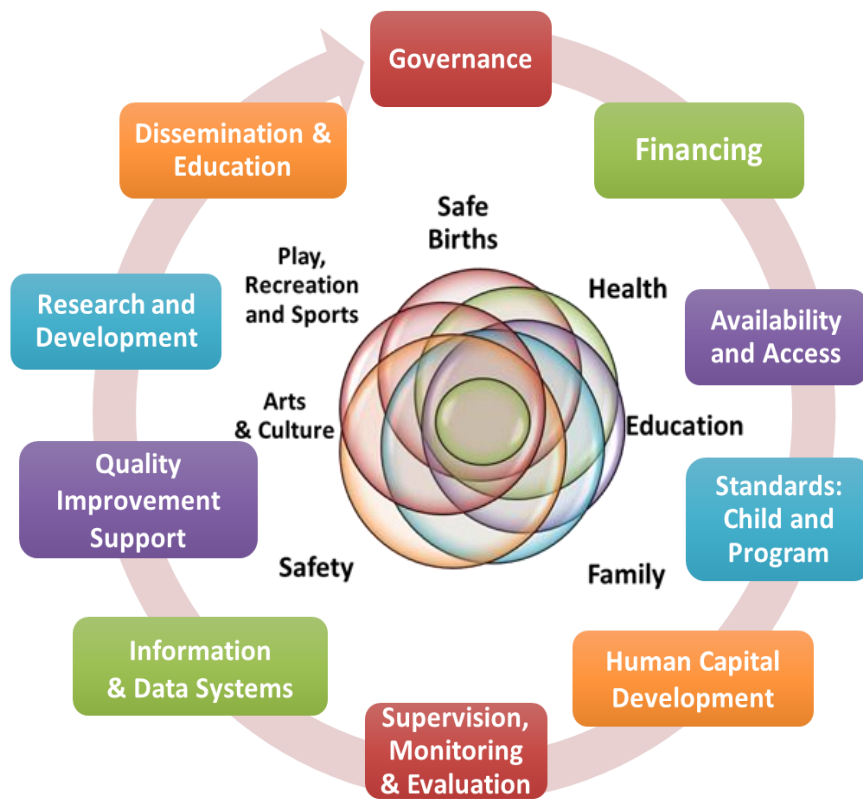
- Examine problems more comprehensively and deeply;
- Move from the examination and analysis of data and information towards identifying patterns and trends as well as the structures and processes that direct them;
- Expand thinking to visualize a wide range of long-term interrelated solutions to solve them.

- Become aware that the decisions that are made will have an impact on other parts of the System.

As a result of the initial reflective process the planning team concluded that the creation of the system to which we aspire requires *"an ongoing process to develop structures, behaviors and connections that make all the components of the early childhood system work as a whole to foster shared outcomes for children and families."* Based on this belief, the following guiding principles were adopted for the development of the strategic plan:




The Council designed a conceptual framework to guide the development of the strategic plan using as a reference and expanding on the one provided by the *Early Childhood Systems Working Group*. The plan targeted the seven areas of attention in Puerto Rico's public policy for the system of programs and services and identified ten (10) core elements of the system that need to be addressed by each service area. The result was the following conceptual framework:



This served as a broader, overarching, systemic framework for other strategic planning efforts such as the one conducted by Project LAUNCH to focus on the mixed early childhood delivery system in 3 of Puerto Rico’s municipalities.

The Council’s broad strategic goal closely aligns with the overall purpose of the Preschool Development Grant-B-5. The goal is: To develop and implement a shared vision and strategies and a comprehensive, coordinated, continuous and high quality system of services to promote and facilitate children’s wellness and integral development from birth to 8 years of age.

Results from the proposed updated needs assessment will provide the most current critical information that reflect the significant changes that occurred in Puerto Rico’s demographic




makeup and service delivery system after the impact of Hurricane's Irma and Maria on September 2017. This will allow us to better address critical areas of need in Puerto Rico in 2020 in an updated strategic plan. Available PDG-B-5 funding will assist in decision-making on the scope of work, - prioritizing the service areas, critical elements and best practices, - to address through the plan as well as the projected timeline (2 or 5 year plan).

An active cross-sectoral early childhood council and consultation efforts with the other cross-sectoral bodies (ie. EHS-HS advisory committee; Children and Youth Task Force; Network for Children's Rights) in the mixed service delivery community will serve as a launch pad for Puerto Rico to build on previous strategic planning efforts to improve coordination and collaboration for policy alignment, the provision of relevant programs and services to better serve children, and increase their overall participation in high quality programs and services in the Birth to five early childhood care and education system. The partnering opportunities built upon current relationship building should also result in leveraging existing resources for the above purposes. to improve collaboration, coordination, and service delivery, across all programs. Outcomes will impact the most vulnerable and needy children and families as well build capacity among the many involved partners.

The PDG B-5 Project will provide the opportunity to collaborate with the following stakeholders to discuss findings from the new needs assessment to update and revise existing priorities and metrics during the development of the new Strategic Plan:

HS-EHS Advisory Council; State Advisory Council; Columbia University's National Center for Disaster Preparedness; Center of Educational Investigations (CIE), University of Puerto Rico, Río Piedras; Institute of Development Deficiencies, Medical Sciences Campus, UPR; United Ways; Municipalities; Institute of Prevention and Control of Violence, Puerto Rico Department of Health;



Puerto Rico Children and Youth Task Force; Primary Health Care System Association; Puerto Rico Pediatrics Association; Breastfeeding Coalition, PRDoH; Fundación El Ángel; Mental Services Administration Health and Addiction, ASSMCA; Administration of Families and Children, ADFAN, Puerto Rico Department of the Family; Private Child Care Association; Faith Based Organizations; Private Education Association; Private and Public Universities; and the Office of Registry and Licensing of Education Institutions, Puerto Rico Department of State, Parent Advocacy Center (APNI) ; and members of the community.

The objectives of developing the Strategic Plan are to:

- achieve greater coordination and collaboration in the Mixed Delivery system;
- Improve outreach and family engagement
- Increase access to ECCE programs for special populations;
- Improve children’s transition from ECCE to kindergarten

Activity Three: Maximizing Parental Choice and Knowledge

Maximizing parental choice and knowledge is one of the objectives of the Puerto Rico’s PDG B-5 Project since it will provide parents and/or families timely, accurate information about program choices, quality, location, and cost in a culturally and linguistically sensitive manner. The Project activities will also have the objective to achieve increased involvement and engagement of parents and/or family members in the development and education of their children.

Objectives of activities:

1. To encourage families to know the services offered to children according to their stage of development.



2. Provide accessibility to families for children's services.


3. Impact vulnerable communities with the 2Gen initiative. This allows access to communities and families residing there, knowing the benefits they can gain through programs aimed at the development of early childhood.

4. Interview families to know their needs and refer them to the corresponding service agencies.

5. Train families through workshops aimed for the emotional development of children.

A family with a participatory vision in education helps the child in the learning process, improves their school performance and makes them feel supported. The participation of the family in education is preponderant for the integral development of children because it is the first social environment where they develop. Parents are the first teachers who will develop the child throughout life. At the beginning of the child's academic life starts a joint responsibility between the school and the parents.

The 2Gen approach encourages CDHS programs to serve children and their caregivers together, to harness the family's full potential and to put the family on a path to permanent economic security. When programs and policies are designed with the whole family educational and economic future in mind, and families are assisted to reach the social networks and resources they need to be successful in life, opportunity becomes a family tradition. Fragmented approaches to serving families that separately address the needs of children and their caregivers can leave either the child or the caregiver behind, reducing the likelihood of success for all members of the family. The 2Gen approach brings all family members together, assesses all family members together and provides all family members with opportunities, together, to be successful.



The 2Gen approach is gaining momentum across the U.S. as a framework for research, policy, and practice. It emphasizes holistic strategies for empowering families.

Research shows a strong connection between parent's economic, psychological, and social well-being and children's healthy development. As a result, initiatives that support parents and children jointly produce greater benefits than those that focus on only parents or children.

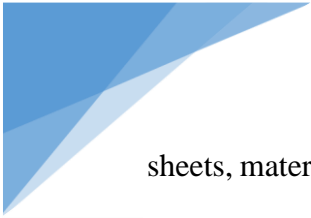
Referring to this initiative that has been implemented in the United States and has yielded positive results in families and children. Our interest is to implement it in Puerto Rico for the benefit of our families. It is an opportunity that will deliver extraordinary results, allowing us to partner with other agencies to provide services to families according to their needs.

The Administration for Integral Child Care Development (ACUDEN) has three resource and referral centers, CENTRANA, one located at the central offices of ACUDEN, Municipality of Villalba, and Municipality of Vega Baja. The Resource and Referral Center for Early Childhood (CENTRANA) provides educational tools for parents, managers, professionals and the community. These tools refer to trainings, orientations, workshops and specialized materials in early childhood education. We have the following materials according to the child:

Infants - Books in a variety of materials and sizes, puppets, CD's, children's music, puzzles, sorting toys, balls, cars, drag toys, cloth blocks, tunnels and sand toys.

Toddlers - Books in a variety of materials and sizes, puppets, children 's music CD's, puzzles, sorting and stacking toys, balls, carts, drag toys, rubber blocks, tunnels and sand toys.

Preschoolers - Books in a variety of materials and sizes, puppets, CD's children 's music, puzzles, sorting toys and stack, balls, carts, pull toys, blocks in a variety of sizes and materials, Legos, tunnels, sand toys, boogie boards balance, peregrine, golf set, costumes professions, animal masks,



sheets, material for writing work, packaging and brushes, skates, variety of materials and magnetic letters.


School - Books in a variety of materials and sizes, puppets, CD's children 's music, puzzles, sorting toys and stack, balls, carts, pull toys, blocks in a variety of sizes and materials, Legos, tunnels, sand toys, boogie boards balance, pilgrim, golf set, costumes professions, animal masks, sheets, material to work writing, math material, games, packaging and brushes, skates, variety of materials and magnetic letters.

The Administration for Integral Child Care Development (ACUDEN) has begun to expand these centers, providing a different vision. Through resource centers and referrals we will have the resources to guide parents about the services of the Child Care program. In February 2020, a new resource and referral center is expected to begin operating at the University of Puerto Rico. The CENTRANA that will open at the University is integrates the practice of undergraduate, graduate and post- graduate students in social work, psychology, speech and language therapists and occupational therapy. Families will be offered early childhood development training and there will be a resource directory for families to search for information according to their needs.

The CENTRANA will also serve as a training center on topics related to children's development. The importance of knowing the developmental stages of children will be encouraged in parents.

Activity Four: Sharing Best Practices


In 2014 Puerto Rico received funding to establish a Project LAUNCH in the eastern region of Puerto Rico, including the municipalities of Fajardo, Vieques and Culebra. During the process of conducting an environmental scan and developing the Project's strategic plan, evidence-based practices (EBPs) were identified, rigorously evaluated and the Project selected the following six



steps: 1) carrying out the results of the needs assessment, 2) conducting a literature review, 3) evaluating the practices' relevance or conceptual fit, 4) evaluating the practices' practical fit or viability, 5) evaluating scientific evidence or effectiveness of the practice and 6) selecting the evidence based practices to be used.

The first step included evaluating needs and resources (including risk and protection factors) of the communities and prioritizing the aspects that would be addressed. As a second step, a literature review identified EBPs that could be used to address the fundamental needs identified in the needs assessment. These included environmental and individual strategies and practices. The third, fourth and fifth steps entailed evaluating the practices' relevance to the identified problems (Step 3), viability or how appropriate and culturally sensitive the practice is for the community where it will be used (Step 4), and if there is sufficient and adequate evidence of the practice's effectiveness (Step 5). Finally the sixth step consisted of identifying the EBPs most suitable for addressing the identified problem while taking into consideration identified resources and strengths.

The six-step process included families, community leaders, faith-based representatives, professionals in the early childcare and development field, physicians, and administrators' focus groups meetings to share results and decision-making assemblies. The participation of these stakeholders helped to ensure the incorporation PRDH EPSDT guidelines: for screening and assessment, the existent capacity building and training for Maternal Infant and Early Child Home Visiting Program and HS/EHS professionals, the integration of PR's behavioral and physical health public policy, PRDE Education memorandums, and that the selected models/instruments were linguistic and cultural relevant and appropriate.




The following models and practices were identified for each of the following areas:

- Child development screening (Birth to age 5 years old) – Ages and Stages Questionnaires-3, Ages and Stages Questionnaires-Social Emotional-2
- Early screening for Autism Spectrum Disorders (ASD) (16 to 30 months) – MCHAT R/F
- Screening for Maternal Postnatal Depression – Edinburgh Postnatal Depression Scale.
- Integration of Behavioral and Physical Health - Healthy Steps
- Family development- Healthy Families of America.
- Teachers and caregivers development- the Teacher and Child Interaction Training (TCIT) and the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.

The success of these models' and instruments' implementation can be found in Project LAUNCH's evaluation.

An additional best practices training that is implemented in PR is the evidence-based Center for Mind Body Medicine, CMBM, and Professional Training. The PR Healing Collaborative was pleased to offer the CMBM comprehensive stress-and trauma-relief training program. The program taught seventy healthcare professionals, educators, social service providers and community leaders how to address their own stress and trauma, and equipped them with simple but powerful tools to help them support children and adults in their communities. Participants included ACUDEN and other HS/EHS programs, ASSMCA Emergency line Director and staff




and *Iniciativa* Program staff, Primary Health Care Center mental health staff, Department of Education social workers, day care center teachers, psychologists, naturopaths, midwives, doulas, university professors, PR's *Red por los Derechos de la niñez y la juventud*, university professors, faith-based and community leaders. ASSMCA's children and youth Coordinator is considering CMBM as a model to use within the agency. The training included the two-four day training and on-going supervision for 18 months. All participants committed to facilitate two mind-body skills groups to bring self-care tools to their communities.

PR's PDG-B-5 proposes to adopt these evidence-based instruments and models. Training and capacity building will be reinforced in child care providers in the three municipalities impacted by Project Launch and to other child care providers selected to participate in the PDG B-5 throughout in Puerto Rico, as needed.

The PRDH has established the Preventive Pediatric Services Guidelines (that meet EPDST requirements) and the Protocol for the Early Identification of ASD (Birth to 66 months). Both require that developmental screening using the ASQ-3 be offered to all young children at 9, 18, 24 and 30 months; or at any age, if a primary caregiver, care provider or health professional expresses concern about the child's development. Additionally, ASD screening with the MCHAT-RF for all children at 18 and 24 months, or at any age, if there is concern of risk for ASD. It is imperative that early childcare and education providers and parents be aware of these requirements; as well as to the steps to take if the screening processes indicate risk for developmental delay or autism.


The thorough plan on how to share best practices among early childhood care and education program providers includes the participation and collaboration of pertinent stakeholders.



The Children with Special Medical Needs (CSMN) Division of the PRDH's staff has the capacity to collaborate in providing orientations and training on the child development and ASD screening instruments at pertinent professional conferences (i.e. Childcare, EHS/HS, psychologists, early childhood professionals, health services providers, etc.). Furthermore, the CSMN Division has the Ambassadorship for the Learn the Signs. Act Early CDC program, and will continue to expand the integration of the program's resources directed to strengthening parents' active participation in promoting the learning and development of their young children.

The Project LAUNCH PRDH staff will provide support in the Healthy Steps model to the child care providers in the municipalities served and to other child care providers selected by the PDG B-5 Project, parents and families and Children Development Faculty, as well as explore ways to expand the training to pediatricians, nurses or other primary care staff, including the PR Primary Health Care Centers' 330 Association, Department of Health's MIECHV PR DH visiting nurses, ASSMCA's *Iniciativa* Program staff and HS/EHS health coordinators. Project LAUNCH staff, as well as HS/EHS and a PRDE representative, were trained in TCIT. Based on this year's results of the implementation of TCIT by Project LAUNCH, it will be considered to be used with early childhood care providers and teachers.

Center for the Social and Emotional Foundations for Early Learning is a model that has been in implementation for some years in most of PR's HS/EHS programs. Training to these programs was offered since 2008. In 2014 Project LAUNCH's staff and ASSMCA *Iniciativa* Program, MIECHV visiting nurses and Department of Family's representative were trained in the model. The ACUDEN worked on its cultural and linguistic adaptation. ACUDEN already trains their programs and will collaborate with trainings to other early childhood providers and families.



The CSEFEL materials are easily accessible in the Vanderbilt University page and include all modules in Spanish, including the Infant/Toddler, the Preschooler and the Family series.


By providing training and capacity building to all stakeholders working with children in the early childhood years a coordinated process is set improving transitions across programs and into the elementary grades. The Advisory Council will have as one of its goals to leverage financial and other resources to ensure that there is efficiency of birth to five services.

In order to provide systematic statewide technical assistance to local communities and community-based organizations the Project will contract a group of early childhood professionals who will respond to the needs identified through the Quality Rating Instrument and the updated needs assessment of local communities and community-based organizations. Additionally, a Web page dedicated to disseminating best practices will be developed and made available to community based organizations.

Once the PDG B-5 Needs Assessment is updated, any needs for capacity building in additional evidence based models will be integrated into the Strategic Plan.

The purpose of this grant is to share best practices among early childhood care and education programs providers in Puerto Rico to reduce duplication of effort, leverage financial and other resources, and increase program quality, collaboration, efficiency of B-5 services, including transitions across programs and into the early elementary grades.

Convene Program Directors, Community Based Organizations, Community Leaders and Parents after the need assessment is updated, for the following set of activities to fulfill these aims.




I. Defining goals:

We will present the findings from the needs assessment, and the goals of this grant at an initial meeting. It is clear that the findings from the needs assessment will guide the goals of the PDG B-5 Project's efforts. The audience has to get from this initial presentation: *a clear view of the problems and needs, and the urgency of what needs to be done differently and/or more*. Although child care services are currently provided, they are either not effective, not enough or they are not reaching the populations in need. Something has to change.

After the needs assessments, another research presentation will give examples of evaluations of *effective collaborations across these sectors*, showing not only the financial savings when there is no duplication, but also when we leverage financial resources. We can also use research to convince the stakeholders of how *high quality is what really matters*.

After the research presentations, small group conversations will ensue collaboration across sectors. All groups will have representatives from Child Care, Head Start, Early Head Start, and private providers. How do we know that services are effective? How do we know that services are not being duplicated? Could we collaborate, share resources and leverage each other's efforts? What are the obstacles? How could things be easier for parents? Can we agree on the principles of: higher quality and earlier, the better; the more coordinated are services, the better, the less we duplicate the better?



II. Defining next steps:

What are the next steps? Can we agree on those? Keeping in mind that our goals are to be more effective, to coordinate better, to duplicate less, to have smoother transitions and to use resources better, *how do we start?*


We will present some ideas to the collaborators derived from research evaluations and implementation of other successful programs such as:

1. Using an integrated electronic record that will record all diagnoses, problems, and services received from 0-5 years of age.
2. Using a common series of child and family screenings to determine need or at-risk conditions.
3. Using a series of common assessments to measure the child's progress, including service utilization and ways to measure the effectiveness of programs or services.
4. Receiving ongoing staff training and coaching based on periodic on-site observations by highly trained specialists in the programs and services.

The Project will make the best effort to reach almost consensus on the next steps to take after these initial convening meetings. All stakeholders have to agree not only on the goals of the program but on the next steps to take.

Instituting Cultural Change

After agreeing on the next steps, this project staff will move to technically support the child care providers of the Mixed Delivery system, parents and families, and Children Development Faculty to initiate cultural change. This project should be very clear in articulating that *in order to*



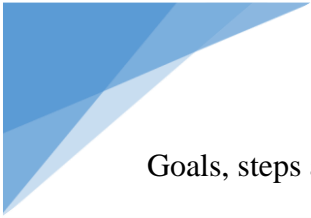
coordinate, leverage and share resources and not duplicate services, we need to institute cultural change. Culture is defined as: “the daily practices, the routines of daily life that organize the environments for humans” (Vibrant and Healthy Kids, 2019). Daily practices, routines, become entrenched in individuals, communities, and organizations and sometimes they are not easy to change.

This project needs to create incentives for program and services providers and parents in order for them to change current daily practices. How can we incentivize the organization, the parent to change? Convening’s at the agency/organization level have to lead to a:

1. Buy into of all direct service and supervisory staff of the goals of the project.
2. Buy into of all direct service and supervisory staff of the steps to be taken to institute cultural change.
3. Creation of a timetable for each agency/organization with clear goals, steps and evaluations of progress.

***Agencies/organizations can tailor the steps but not the goals of the project.

Incentives could be: free software and training on electronic record; the free training on cultural change and best practices offered by the PDG B-5 Project; educational supplies offered by the PDG B-5 Project to the child care providers for completing phases on time and/or receiving high quality ratings on cultural change and best practices.



Goals, steps and incentives have to be agreed by management and direct service providers. These consensus processes can be directed by this project personnel, convening all stakeholders within agency/organization.

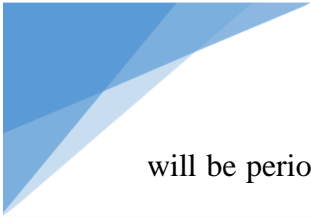
To institute cultural change, each organization/agency will identify key management and direct service providers that will receive:

1. Written materials in Spanish and accessible to all, that will explain (1) the goals of the project (1) the actual steps that are needed to implement the project.
2. Will attend six sessions in a year where the goals, the steps, the actual best practices in the field will be shared. They will become the trainers for others in their organization.
3. Will receive six site visits in between where technical assistance will be provided for all staff directly related to services.

Process evaluation and data

The success of this project rests on continuing, process evaluation. Each of the activities (meetings, technical workshops, site visits, etc.) will be evaluated by all those involved. These data will be shared among the project staff and the site and will lead to mutually agreed revisions in content and timing of meetings, trainings, consultations, site visits etc.

Aside from data from process evaluations of each activity, there will be data gathered by the different child care providers from screenings and child evaluations. These data will also be used to inform the activities, since it will be giving us a sense of (1) characteristics of the children at the time of screening (2) the effectiveness of the interventions as children's developmental evaluations



will be periodically done. The screenings and child evaluations will be used to inform the needs for services and the effectiveness of services as the project progresses.


- The PDG B-5 Project will fund evidence-based, innovative interventions to help child care providers implement best practices emphasizing methods that incorporate practice-based coaching/technical assistance.

A key focus of the new Best Practices trainings will be on effective Transitions across early childhood programs and into the elementary grades, practices to meet the needs of priority po

Activity Five: Improving Overall Quality


Improve the quality of Early Childhood care in Puerto Rico

In 2007, Federal Law 110-134 (HR 1429 Improving Head Start for School Readiness, 2007) establishes for the states and territories of the United States of America a regulation with the objective of creating an organism that had the responsibility to attend the matters related to the early childhood population and serve as a vehicle for the development of a comprehensive system of integrated efforts aimed at addressing the needs of early childhood. Thus, in 2008, Puerto Rico passed Law 93 with the objective to develop and implement an early childhood public policy. Thus, by means of Executive Order Number 2009-046, the Advisory Council for Early Childhood Learning and Care (Childhood Council) was established, as the body responsible to deal with children affairs and serve as a vehicle for the development and implementation of a comprehensive system and integrated effort aimed at addressing the needs of early childhood children. The Children's Council, composed of an executive director and representatives of different state agencies, designates the Administration for the Care and Integral Development of Children



(ACUDEN), as the agency in charge of implementing initiatives to advance and improve the quality of early childhood services. Among the priority objectives and initiatives established by the Children's Council and ACUDEN was the need to create a system for measuring and monitoring the quality of the services offered to children of age 0 to 12.


In 2010, the Administration for the Care and Integral Development of Children (ACUDEN) recognized the importance of having Quality Rating and Improvement System (QRIS) to evaluate and monitor the quality of all early childhood programs (Early Head Start, Head Start, Child Care and Private Sector) in Puerto Rico. Therefore, in 2010 ACUDEN and the Center for Educational Research (CIE) of the University of Puerto Rico agreed to collaborate to design the Quality Rating and Improvement System for Puerto Rico to evaluate and monitor the quality of Early Childhood Programs. The project began with the design of an instrument to evaluate and measure the quality of programs that offer service to early childhood (infants, maternal and preschool), entitled "Pasitos" (2010). The instrument, based on National Association for the Education of Young Children, PR FD licensing requirements, Child Care and Head Start standards. Pasitos evaluation criteria's are grouped under 10 standards with the objective of identifying areas of strength and areas in need of improvement. Quality of the centers is determined by using a scale from 1 to 5, being 5 the highest quality rating. This information is made public through a web site (pasitospr.org) to parents and consumers, so that they be aware of the quality of the center they are choosing for their children. In addition, the instrument provides information to both ACUDEN and the center, on areas of strengths and areas in need of improvement. Centers are required to use this information to prepare an improvement plan, which they need to implement in a period of one to three years. ACUDEN, has used the information to improve the quality of the centers by providing technical assistant and professional development.



The instrument was validated in 2011 by a group of experts representing all early childhood programs and a pilot study was conducted with 100 early childhood centers that agreed to participate, and increase collaboration and efficiency of services.


Participate voluntarily, representing programs from: Early Head Start, Head Start, Child Care, Department of Education, and the private sector. In 2012, the PR-QRIS worked on (a) creating a support system for the 100 participating centers; (b) designing and validating the operation of the system and electronic portal, where all the information collected from the 100 participating centers was digitized and included, (c) aligning the (Pasitos) instrument to the Licensing Regulation; and (d) developing a document aimed at integrating the QRIS to Licensing policies. In addition, two training guides were developed: (1) a guide aimed at educating families about the benefits of choosing a quality center for their children, and (2) a training guide addressed to the mentor, to provide general guidelines on how to be an effective mentor and give technical assistance to the centers. The most significant findings revealed by the QRIS was that the centers with the highest quality (5 and 4) seem to come from the Head Start Programs, and the centers with the lowest quality (1,2,3) came from the private sector. In addition, the QRIS revealed that teachers' preparation was the criteria where most centers had low scores.

In 2013, "Pasitos", the PR-QRIS instrument was revised to align and include new indicators in areas of health and safety. In addition, recommendations were given to ACUDEN on the necessary steps, process and procedures to be followed for the institutionalization of the Quality Measurement System. In 2014, due to lack of funding the PR-QRIS was stalled. In 2016, through Puerto Rico legislative funds the QRIS was renewed and 110 centers were re-evaluated (reviewing their development plans to see if they had complied and quality had improved) and 100 new centers were also evaluated. The results provided by the PR-QRIS identified the quality of the teacher



preparation as the most important area in need of improvement. ACUDEN, in collaboration with the education commission of the legislature, developed Law 173, 2016, titled *Law for the Licensing of Child Care, Development and Learning Establishments in the Commonwealth of Puerto Rico*, requiring early childhood teachers, assistant, as well as directors working in a licensed center to have a CDA credential, as well as amended the licencing requirement criteria (specially in the area of health and safety). Thus, the QRIS has proven to be an effective strategy to better the quality of the education of early childhood providers and programs. We believe it's imperative to continue with this effort, not only because the PR-QRIS has worked in presenting evidence of the strengths and needs of early childhood programs, but because it gives direction to the national work plans on how to best invest the funds and energy. Presently, we believe is important to focus and guarantee that more centers, coming from all programs and sectors (Early Head Start, Head Start, Child Care, Department of Education, and the private sector) be evaluated. We believe that the results of the past QRIS evaluations should be shared with representatives of the different programs, in order to inform them about their strengths and areas of improvement, to understand how the QRIS instruments standards and criteria align to their programs (in the same way we have done with the Child Care Program), to share and develop a strategic plan geared to systematically improve the quality of their programs and services.

Thus, we propose to select a sample of 100 ECE centers, representative of the different programs that serve early childhood in PR. The Pasitos instrument will be used to determine the quality of the centers. The sample of the centers will be selected in the geographic areas of greatest poverty or need. The analysis and evaluation results will be part of the needs assessment and will be shared with the stakeholders to contribute to the development of the strategic plan and the design of the project activities aimed at addressing the areas of improvement. During the last stage of the




project, the personnel will be trained in the best practices and in the last 6 months of the proposal the centers will be reassessed with the purpose of determining if the centers maintained or improved quality.

Description: Once the needs assessment and the strategic plan are approved by the Child Care Program, starting in month 6 of the grant period, the Project will start implementing the activities for improving overall quality as follows: a) supporting site-based Continuous Quality Improvement (CQI) in 100 child care providers of the Mixed Delivery system; b) improving Child Care program environments and learning experiences in 100 child care providers of the Mixed Delivery system; c) improving the quality of training in 100 child care providers of the Mixed Delivery system.

The Project's objective in supporting site-based Continuous Quality Improvement (CQI) is to achieve that center- and school-based program leaders take ownership of quality improvement by implementing the evidence-based CQI practices. The outcome by the end of the project period will be that center- and school-based program leaders will be operating with effective leadership, goals, and schedules, with support from TA personnel.

Child care environments generally do not meet the requirements for quality programs and furnishing and other supply upgrades can have significant positive impact in the children's development. The PDG B-5 Project will improve the child care providers' environments by upgrading classrooms through the purchase of materials needed to achieve the goals of the Project.

Based on the needs assessment the Project will improve the quality of training of the Child Care providers by offering them scientifically-based instruction. Improved quality of training to providers will improve the quality of services to children and families. These activities were



developed according to the needs identified in the needs assessment and were included in the Strategic Plan to be accomplished within the 6-month timeframe available in the grant period.

Organizational Capacity and Management


One of the strongest assets of ACUDEN is its management structure with highly experienced resources to provide support for the PDG B-5 Project, which includes a Human Resources Office, Planning, Evaluation and Development, Fiscal Management, Budget and Fiscal Monitoring Divisions.

The Human Resources Office is the administrative unit in charge of the selection, recruitment and training personnel in compliance with CFR 1304 and CFR 1306 standards.

The Planning, Evaluation and Development Division is in charge of doing planning procedures, monitoring evaluation and Program self-assessment of the HS-EHS Program and provides statistical reports to other ACUDEN departments and external organizations.

The Fiscal Management Office Division is in charge of all areas related to funding receipts, payments, accounting and financial reporting for HS-EHS and Child Care Programs. This Division assures grantee accountability in fiscal transactions with highly qualified internal accounting staff and external fiscal consultants. The Payroll, Pre-Intervention, Accounting, and Billing Accounts Payable functions permit a reliable and transparent financial system in compliance with the existing state and federal laws and regulations governing the funds administered by ACUDEN in the following Programs: Child Care and Development Block Grant, Child Care-TANF, Child Care- Food Program, Head Start Program, Early Head Start Program for a total of approximately \$86,124,000 federal funds per year.

The Budget Office prepares program budgets with management and program staff, controls the distribution of funds and certifies their availability. The Budget Office approves funding



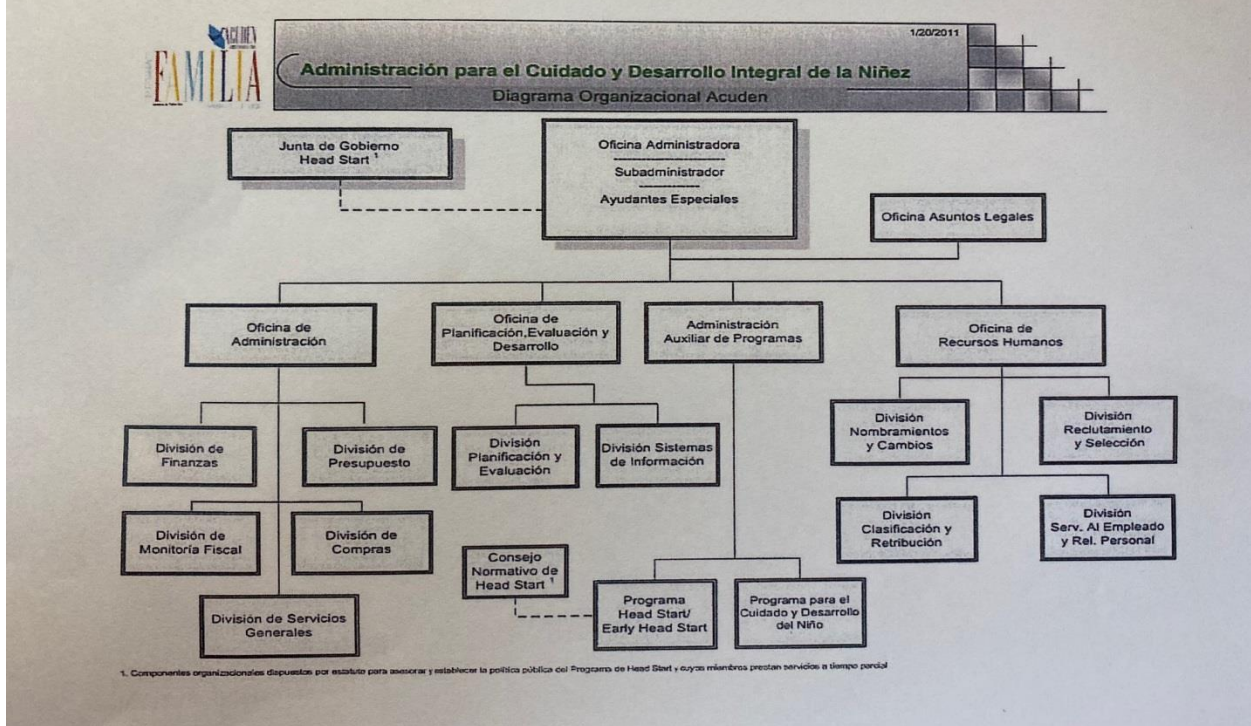
transactions for contracts, purchase orders, materials, and services, and also evaluates compliance with in-kind contributions and matching funds.

The Fiscal Monitoring Office does periodical fiscal evaluations of the Delegate Agencies to ensure compliance with fiscal management standards and applicable state and federal regulations. This Office follows up to any DA audit finding and provides onsite technical assistance.

Program Area Management staff have a high level of program expertise and are responsible for implementing public policies and procedures and ensure compliance with local, state and federal regulations.

ACUDEN has administered billions of dollars of federal funds for program services and its ability to administer effectively funds in this magnitude has been demonstrated in its single audits reports which since 2009 had no Questioned costs.

Figura 1. Organigrama ACUDEN



Timeline

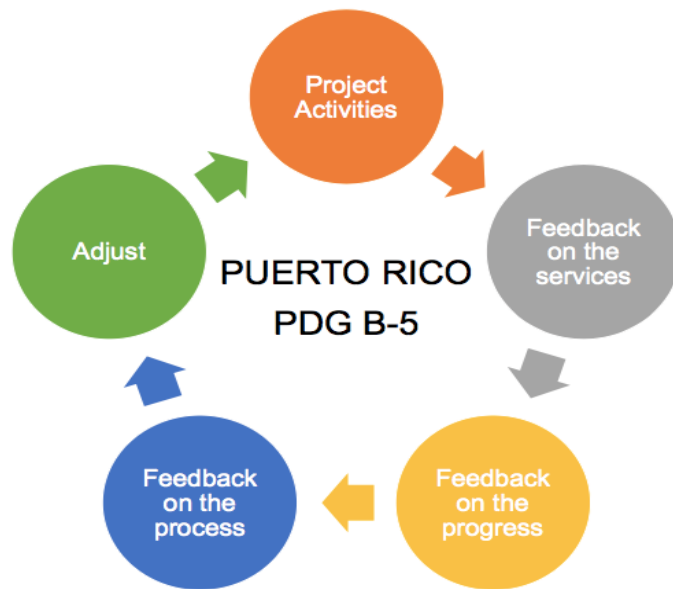
The timeline for completing the Project’s proposed activities and milestones for Activities One through Five are given in the chart below.

| | Q1 | Q2 | Q3 | Q4 | Yr 2 |
|--|----|----|----|----|------|
| Activity 1 -Needs Assessment | X | | | | |
| Activity 2- Strategic Plan | | X | | | |
| Activity 3- Maximizing Parent Knowledge and Choice | | X | X | X | X |
| Activity 4-Sharing Best Practices | | X | X | X | X |

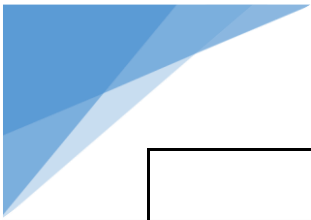
| | | | | | |
|--|--|--|---|---|---|
| Activity 5- Improving Overall Quality | | | X | X | X |
| 1. Supporting site-based Continuous Quality Improvement (CQI) | | | X | X | X |
| 2. Improving Child Care program environments and learning experiences. | | | X | X | X |
| 3. Improving the quality of training. | | | X | X | X |

Project Performance and Evaluation Plan

The Project Performance and Evaluation Plan will be a continuous formative assessment of the activities of the Project as follows:



| Goal 1: Complete B-5 Needs Assessment Phase | Evaluation Project activities and measures | Data Source |
|--|---|---|
| Updated Comprehensive Needs Assessment | Design and carry out the NA (# of focus groups / # of participants that answer the survey / Study of documents) # of program providers and families participating in the Needs Assessment Needs Assessment final report | Results of focus groups and survey Attendance records and survey results Finalized and approved NA report/feedback/adjustment |
| | Expenses allocated to NA activities | Expense Report |
| Goal 2: B-5 Strategic Plan | | |
| Completed Comprehensive Strategic Plan | # program providers and families participating in designing the Strategic Plan # of organizations contributing to the Strategic Plan # of meetings and activities to identify needs | Attendance records Meeting documents Meeting Agendas |
| | Expenses allocated to Strategic Plan | Expense Report |
| Activate the Cross-Sectoral Governor's Early Childhood Council | # of organizations represented in the Council # Attendance to strategic planning meetings | Organizations commitment letters Attendance records |



| | | |
|---|--|---|
| | # Contributions to the NA and Strategic Plans Dissemination of Strategic Plan | Strategic Plan goals, activities and Progress Report documents Dissemination activities and Strategic Plan Progress Report |
| | Expenses allocated to Strategic Plan | Expense Report |
| Goal 3: Maximizing Parental Choice and Knowledge | | |
| d) Educate and inform families on the variety, quality, access and affordability of early childhood care and education programs for their young children | # activities designed to improve outreach and family engagement # families and special education children refer to ECCE programs | Attendance records |
| Activity Four: Sharing Best Practices | | |
| e) Inform Early childhood care and education program providers on best practices directed to reduce duplication of effort, leverage financial and other resources, and increase program quality, collaboration, and efficiency of B-5 services, including improved transitions across programs and into the early elementary grades | # ECE programs providers trained on best practices # training to providers to enhance children's transition from ECCE to kindergarten | Attendance records |
| Goal 5: Improving Overall Quality | | |

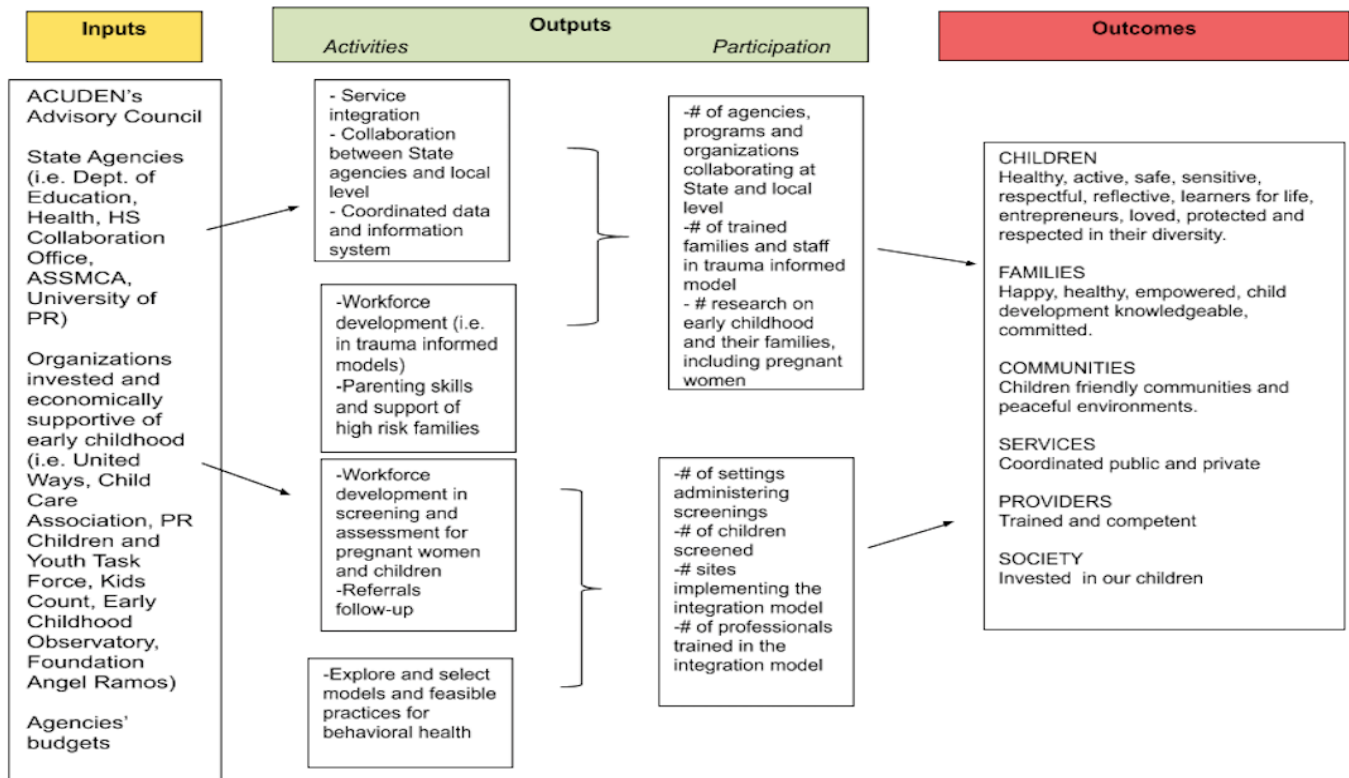
| | | |
|--|--|----------------|
| f) Improve the overall quality of PR Early Childhood Programs by increasing the number of centers evaluated with the PR Quality Rating and Improvement System. | # of child care providers evaluated Result scores | <i>Pasitos</i> |
|--|--|----------------|

Logic Model

Puerto Rico’s PDG B-5 Logic Model Goals:

- 1- Develop a collaborative and sustainable Mixed Delivery system to promote service integration for children ages 0 to age 5 and their families in Puerto Rico.

- 2- Promote a state system of service integration that is available, accessible and of high quality while addressing physical, social, emotional, cognitive and behavioral aspects of children ages 0-5 and their families in Puerto Rico.





Sustainability Plan

The needs assessment will be updated periodically to ensure timely, relevant, actionable information is available to stakeholders to inform and guide decision making and to ensure fulfillment of ACUDEN's vision.

The Strategic Plan will be updated periodically in collaboration with stakeholders, as needed.

The new training activities will be implemented using a Train the Trainer Model to ensure sustainability beyond the grant period.

Dissemination Plan

The Dissemination Plan goal is to share lessons learned with Children Development Program Faculty, Early Childhood Care program implementation entities and policymakers. The objectives are to communicate summary reports to general audiences and more detailed information to specific audiences in meetings, radio, internet, and other.

Plan for Oversight of Federal Award Funds

The Administration of Care and Integral Development of Children manages approximately \$86,124,000 federal funds per year, has the capacity to comply with the applicable grant policies and regulations in Title 2 Code of Federal Regulations Part 200-Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and will implement the Project according to the applicable grant policies and regulations.