

2021 STRATEGIC PLAN Puerto Rico Preschool Development Grant Birth to Five



DEPARTAMENTO DE LA
FAMILIA

ADMINISTRACIÓN PARA EL
CUIDADO Y DESARROLLO
INTEGRAL DE LA NIÑEZ



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Message from the Administrator



To all providers, organizations, families, and leaders we are pleased to introduce Puerto Rico Early Childhood Strategic Plan

The times we live in are historic and challenging. At the same time, they provide unprecedented opportunities to transform services to families and children on the island. It is with great pride and responsibility that I am pleased to present the Puerto Rico Early Childhood Strategic Plan 2021-2023.

This work has been possible thanks to the alliances of a highly committed team composed of leaders in a diversity of specialties, experts in early childhood led by the Department of the Family through the Administration for the Integral Care and Development of Children. Without question, the Preschool Development Grant Birth through Five (PDG B5) team and its scientific partners have put forth the utmost effort to address each core issue. Our vision is to build bridges and align efforts with the goal of preparing families and children ages 0-5 for a stable, developmental, and secure start to their schooling and a life of well-being where they achieve all their aspirations.

We declare war on child poverty and those barriers that prevent the optimal development of children in their early stages. We want to secure and guarantee a better future for generations to come. We recognize that the early stages are a critical period for the integral development of children and a determining factor in their academic success and future. This plan is the beginning to close gaps, achieve integration of mixed services, and develop a single educational vision through goals, objectives, and strategies to achieve a single goal in which Puerto Rico has integrated services of the highest quality for early childhood and their families.

This plan is aimed at working to make these services available, accessible and of high quality while addressing the physical, social, emotional, cognitive, and behavioral aspects of children ages 0-5 and their families in Puerto Rico. ACUDEN works in alliances for the benefit of all early childhood, along with agencies, organizations, and the community. Each project, strategy and goal are mapped out to provide continuity and allow for the development of cutting-edge public policy focused on the real needs of today's Puerto Rico.

Focused on the well-being of Puerto Rico, our children, and families, we present our plan based on innovation and high-quality services to enable the development and empowerment of families. Only in this way will we guarantee the future of Puerto Rico and let us all continue working for Children!

Cordially yours,

Roberto Carlos Pagán Santiago
Administrator

Acknowledgment

To all Early Childhood Stakeholders



The Preschool Development Grant Birth Through Five (PDG) Strategic Plan was developed in collaboration with stakeholders and experts across Puerto Rico. While the Administration for the Integral Child Care and Development (ACUDEN) of the Puerto Rico Department of the Family takes full responsibility for the recommendations in this strategic plan, we want to thank the entire Puerto Rico Early Learning and Care (ELC) community and our many partners who contributed to this work for their tireless efforts and expertise that helped shape the final plan. The development of this strategic plan reflects the evolving partnerships and collaborative efforts to strength Puerto Rico early childhood system.

PDGB-5's Core Team provided helpful guidance and our Scientific Partner Third Mission Institute, (ITM). TMI provided technical support. We would like to thank all stakeholders, service providers for all their contributions to this plan. We would also like the thank the PDG Team for providing critical and consistent input throughout the development process by bringing a cross-agency perspective on the ELC landscape. We thank the Committee's organizers as well as other stakeholders who joined our sessions to share their experiences. These stakeholders helped us ensure the strategies directly address concerns of the field and we are grateful for their empathy for Puerto Rico children. Thanks to the many organizations and individuals in the Early Childhood field who contributed to the report, including the over 40 participants in our stakeholder's sessions. We would like to thank the Governor of Puerto Rico, Pedro Pierluisi, Secretary of Family, Dr. Carmen A Gonzalez, and Administrator of ACUDEN, Roberto Carlos Pagán.

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In 2019, ACUDEN was awarded a Preschool Development Grant Birth through Five (PDG B-5) by the U.S. Department of Health and Human Services, Administration for Children and Families and the U.S. Department of Education. The initial grant was designed to support states to analyze the current landscape of their early childhood mixed-delivery system and implement changes to the system that maximize the availability of high-quality early care and education (ECE) options for low-income and disadvantaged families across providers and partners, improve the quality of care, streamline administrative infrastructure, and improve state-level early care and education funding efficiencies.

This publication was made possible by the Preschool Development Grant Birth to Five (Grant Number 90TP0074-01-01 from the Office of Child Care, Administration and families, US. Department of health and human Services as part of a grant \$547,875.

INTRODUCTION

The Administration for Integral Child Care and Development of Puerto Rico (ACUDEN for its acronym in Spanish) received federal funds from the Preschool Development Grant Birth Through Five Program (PDG B-5) to update Puerto Rico's plan for early childhood by strengthening and integrating the implementation of coordinated system level effort to provide access to high quality services for children and their families.

According to Puerto Rico's Law 93 for the Development and Implementation of the Public Policy for Early Childhood, PR. "Early childhood, is defined as a period which spans from birth to eight years of age". This is a crucial period in the integral development of children. This public policy recognizes that early childhood experiences lay the foundation for lifelong development and learning.

ACUDEN, created by Law No. 179-2003, aims to guarantee the provision of and access to comprehensive care during formative years to the neediest and most vulnerable children. This through federal programs such as Head Start, Early Head Start and Child Care. Likewise, the agency seeks to establish mechanisms to facilitate the participation of families and caregivers in children's educational and formative process.

This Plan was developed within the framework of the PDG B-5 Program and Puerto Rico's public policy on early childhood, Law 93 of 2008. According to Article 3 of the Charter of the Rights of the Child (Act No. 338 of 1998), every child deserves to "live in an adequate environment in the home of his or her parents and in families where his or her physical needs are met and enjoy the care, affection, and protection that guarantees his or her full physical, mental, spiritual, social, and moral development". Based on the recognition of the importance of early childhood experiences for the development and learning of our children, the Law 93 of 2008 established a series of areas to be addressed, including: Safe Birth, Education, Family, Health, Recreation and Sports, Security, Art and Culture. In addition, the Law recognizes the family as vital in the life of children and poses the need to provide them with knowledge and tools to be protagonists in the development of their children.

As part of PDG B-5 strategic planning activities ACUDEN partner with Estudios Técnicos Inc. to update Puerto Rico's 2015 needs assessment. This work provided relevant information regarding the needs and existing gaps in services for our children and families during 2020. Therefore, providing the most up-to-date and relevant information to make decisions on strategies and actions on behalf of Early Childhood of Puerto Rico. The Needs Assessment used a multi-method participatory approach, based on Witkin & Althuld (1995) theory of needs assessment (see appendix A). Additionally, it is important to point out that the strategic plan addresses findings from the Puerto Rico PDG Statewide Needs Assessment during a unique time of natural disaster, economic crisis, including fiscal debts and almost two years of pandemic due to COVID 19. In the coming years, Puerto Rico will continue to gather new data and update the Needs Assessment to guide additional activities and measure progress on the Strategic Plan, adjusting as needed along the way.

Puerto Rico's Strategic Plan is the collective effort of a group of professionals, experts, researchers, teachers, parents, and caregivers. The plan outlines vision, mission, values, goals, objectives, and strategies to maximize three years of funding to foster an accessible quality system.

Puerto Rico Strategic Planning Process

Figure 1 Strategic Elements



Puerto Rico's PDG B-5 Strategic Plan reflects a thoughtful approach to the implementation of a multi-year effort to establish a comprehensive B-5 (Birth to 5) system for all children from early childhood, especially those identified as vulnerable. The strategic planning process includes 7 key strategic elements that govern the process of analysis, discussion, and development of strategic plan documents (see Figure 1). Puerto Rico identified needs (SE1 & SE2) through the needs assessment process. It achieved alignment of identified needs (SE3) through examination of current early childhood public policy (Law 93) and review of 2015 early childhood strategic plan. Goals, objectives, activities, action plans and performance indicators (SE3-SE5 & SE7) were established through the 2021 strategic planning process. Next steps include the identification and creation of assessment instruments (SE6).

Puerto Rico's strategic plan synthesizes the collective review of data and experiences shared by parent/caregivers, service providers, state agencies, community-based organizations, and professionals. It is noteworthy that Puerto Rico engaged in multiple public outreach efforts to ensure that the voices of families and the Early Care and Education (ECE) workforce were central to PDG planning. The **Planning Committee** was composed of the following organizations and members:

Table 1 Planning Committee Members

NAME	AGENCY
Ángeles Acosta, PsyD	Puerto Rican Association of Psychologists
Aida Rivera, MSW	Executive Director- Community Financial Advisors, Inc.
Antonia Samur	National Center for Disaster Preparedness, The Earth Institute - Columbia University
Caridad Arroyo	Statistics Manager - Youth Development Institute of Puerto Rico, Inc.
Carol Salas, PsyD	Director - Development Deficiencies Institute - RCM
Cindy Calderón, MD	Pediatric Consultant of Department of Health
De' Marie Valentín Román	Executive Director- COSIANI, Inc.
Delza Canto Ruiz, MSW	Professor of Social Work- Ana G. Mendez University and the Center of Support, Founder- Accompaniment, and Family Therapy, LLC.
Dora Hernández Mayoral, JD	Educational Consultant and Children's Rights Advocate- Puerto Rico ECCE
Dorilyn Morales Colón	Librarian of the Study and Research Room- Puerto Rico Museum of Art
Omar Wallington	Guided Tours Coordinator- Puerto Rico Museum of Art
Dulce del Río Pineda	Support for Parents of Children with Disabilities (APNI, Inc.) Mujeres de Isla, Inc.
Emibell Chong, MSW	Project Manager- Network for the Rights of Children and Youth, Inc.
Elizabeth Miranda, DSW	Professor- Interamerican University of Puerto Rico- Metropolitan Campus
Francheska Perez, MSW	Sembrando Futuro Supervisor- United Way of Puerto Rico
Gredia Huertas, MD	President- Academy of Pediatrics Chapter of Puerto Rico
Jessica Contreras	Developmental Disabilities and Early Intervention Specialist- College of Social Work Professionals of Puerto Rico
Paula Rivera	Executive Director- Atencion Atencion Foundation
Maralíz García Cabán, MSW	Coordinator of Programmatic Affairs of the Children, Youth and their Families Division- ASSMCA
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Alicia Martinez Joffre, MSW	Auxiliary Administrator- ADFAN
Stephanie L. Garcia Vidal, JD	ASUME
Yadira Pizarro	Executive director- ESCAPE- Centro de Fortalecimiento Familiar, Inc.
Nayda Negrón, PhD	Head Start Program- ACUDEN
Carmen Leonor Maldonado	President- Puerto Rico Association for the Education of Young Children (PRAEYC)
Marcos Santana Andújar, BSW	Executive Director- Network for the Rights of Children and Youth, Inc.
Nancy Nieves	Ambassador of the CDC- Learn the Signs. Act- Department of Health
Linna Irrizary, PhD	Department of Health
Ivette Navas Auger, PsyD	Mental Health Consultant for the ACUDEN Child Care Program.
Maritza Maldonado Rivera, MSW	Former Auxiliary Administrator of Programs in ACUDEN

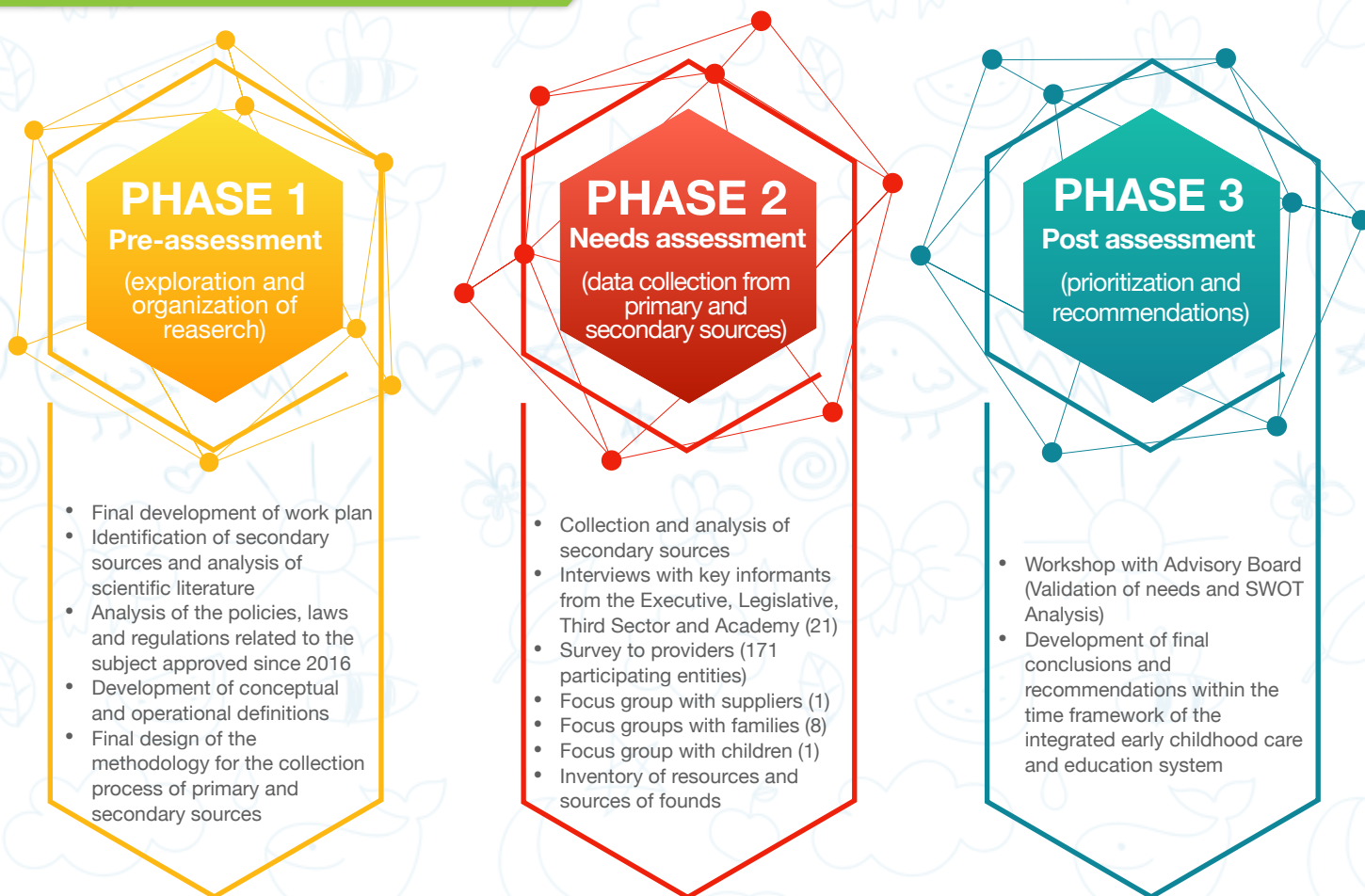
The following sections describe the Needs Assessment, Public Policy Framework and 2015 Strategic Plan to contextualize Puerto Rico’s situation on early childhood and its families.

Needs Assessment

In preparation for the strategic planning process ACUDEN carried out a needs assessment using a multi-method, participatory approach to engage with a wide array of stakeholders. Specifically, work was conducted using the research technique known as triangulation, which is based on a combination of quantitative and qualitative methods, as well as on the use of information from primary and secondary sources with the objective of being able to contrast and validate findings. To carry out the study, ACUDEN contracted the services of the consulting and research firm Estudios Técnicos, Inc. and collaborated with a group of experts in early childhood. The Needs Assessment utilized ECE indicators specific to birth to 5 programs, Child Care, Head Start, and Community Approach, along with key health, employment, education, and poverty data.

The main research construct of “early childhood related needs” was defined as: The difference between the current condition and the ideal condition. In other words, the difference between the availability and access to services that early childhood (from birth until 8 years of age) and their families currently have, compared to the services they should be receiving so that they can have optimal integral development. It includes the availability and access or lack-off, to adequate, quality, and integrated services, as well as those gaps or limitations associated to the service system and institutional framework that prevent or impose barriers to the availability, access, and coordination of such services. The needs assessment included three phases:

Figure 2 • Need Assessment Methods





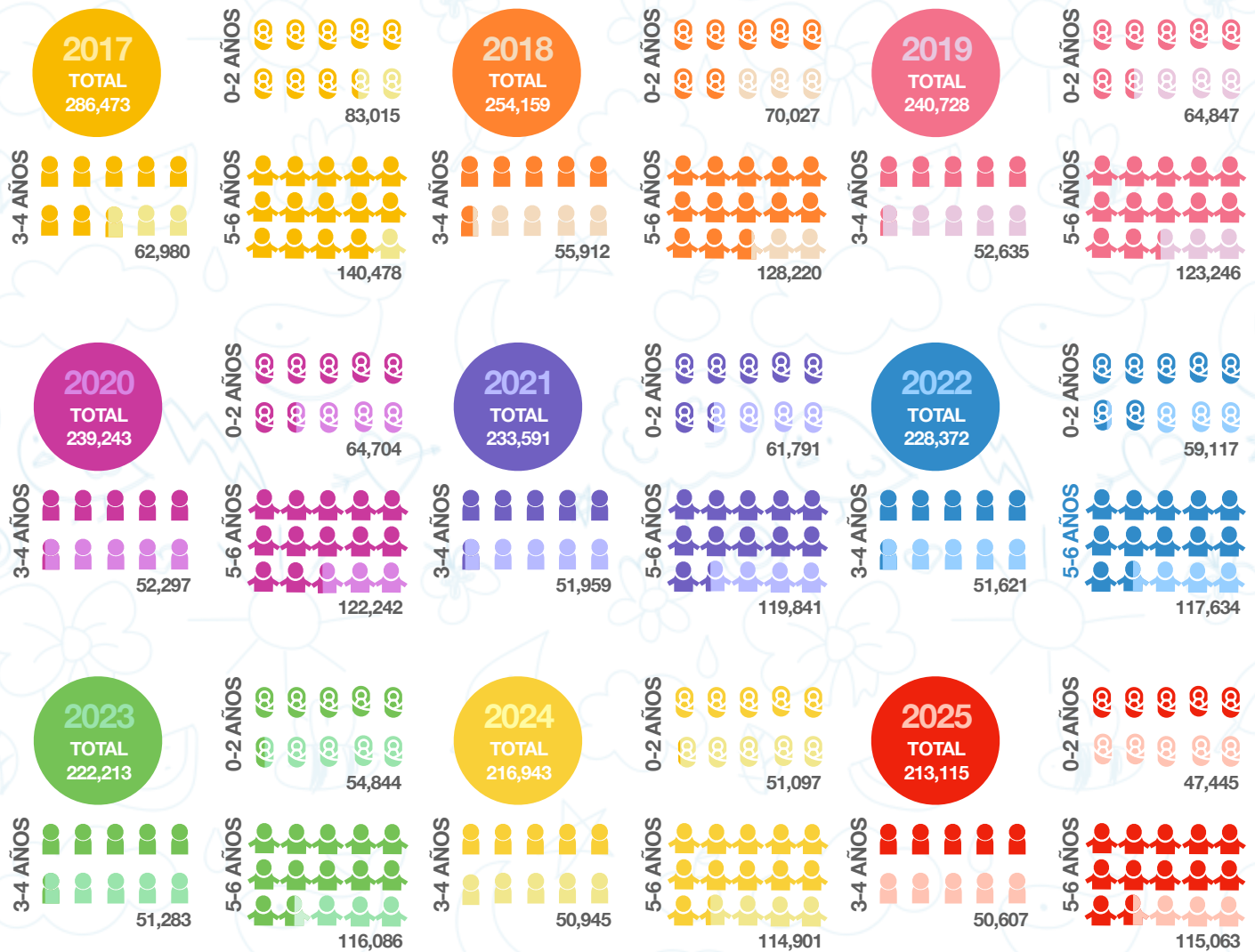
SOCIAL & ECONOMIC CONTEXT: Over the past decade, and more so since 2006, Puerto Rico has faced unprecedented challenges due to a series of changes in the economic social and environmental context. This level of complexity has increased following the implementation of fiscal policies. Associated with PROMESA, Hurricanes Irma and Maria, earthquakes in the southwestern region of the island, and most recently, the COVID-19 pandemic.

This large number of external stressors has highlighted the vulnerability of our institution and limits the capacity to serve the neediest populations, including early childhood and their families. This, in turn, makes the need for an integrated, mixed and coordinated system that facilitates access to quality services much more compelling.

EARLY CHILDHOOD POPULATION IN PUERTO RICO-ESTIMATES & PROJECTIONS 2017-2025:

According to the Annual Population Estimates-U.S. Census Bureau (hereinafter ACS), in 2018, 13.5% of households in Puerto Rico have children at an early age, defined for the purpose of this study (0 to 8 years old). This implies an estimated population of children between the ages of 0 and 8 in Puerto Rico of 254,159 by 2018. Estudios Técnicos, Inc., estimated consistent reduction in this population from 0 to 8 years, and it is expected to reduce to 213,115 by 2025, which represents an annual reduction of 2.5%.

Figure 3 • Early Childhood Data

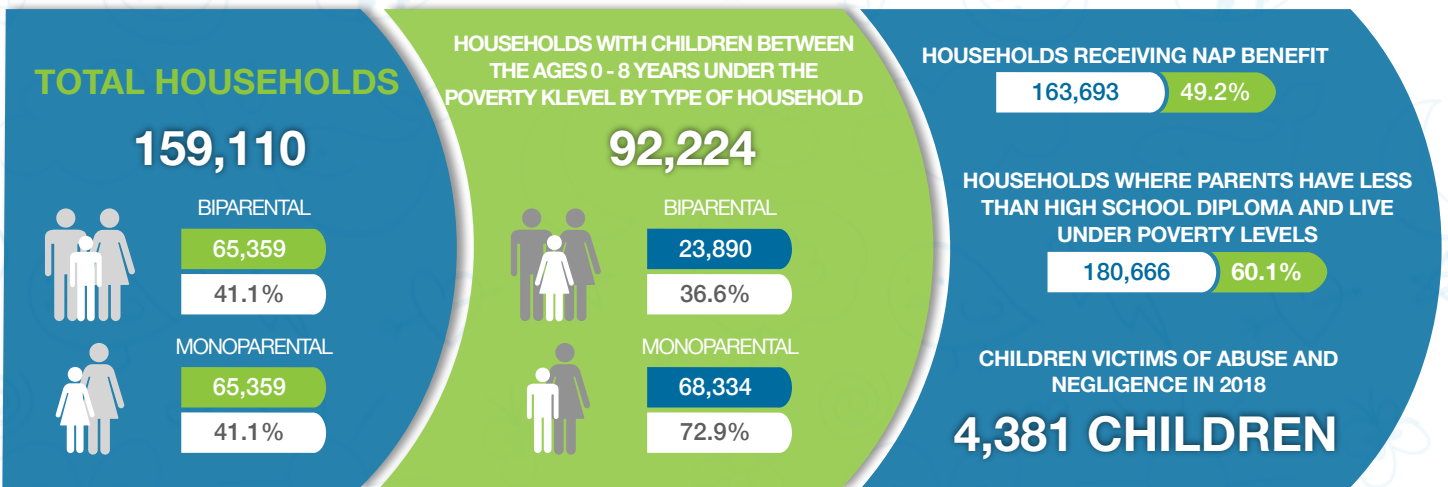


RELEVANT ASPECTS RELATED TO THE SOCIO-DEMOGRAPHIC PROFILE OF EARLY CHILDHOOD IN PUERTO RICO: The official data available on early childhood in Puerto Rico, as well as recent research, demonstrate how our children constitute one of the populations with the highest level of vulnerability in the country. According to ACS estimates in 2018, of the total number of children from 0 to 8 years old, 62.7% live under the poverty level (161,100 minors), of which more than half live in extreme poverty. As documented throughout the study, this has an impact on poor access to services and on the different dimensions of their development as individuals. Even though child poverty affects the country in general, it is observed in a more accentuated manner in some population groups, such as single-parents' families and in municipalities outside de Metropolitan Area.



Figure 4 • Strategic Elements

CHILDREN UNDER POVERTY LEVEL

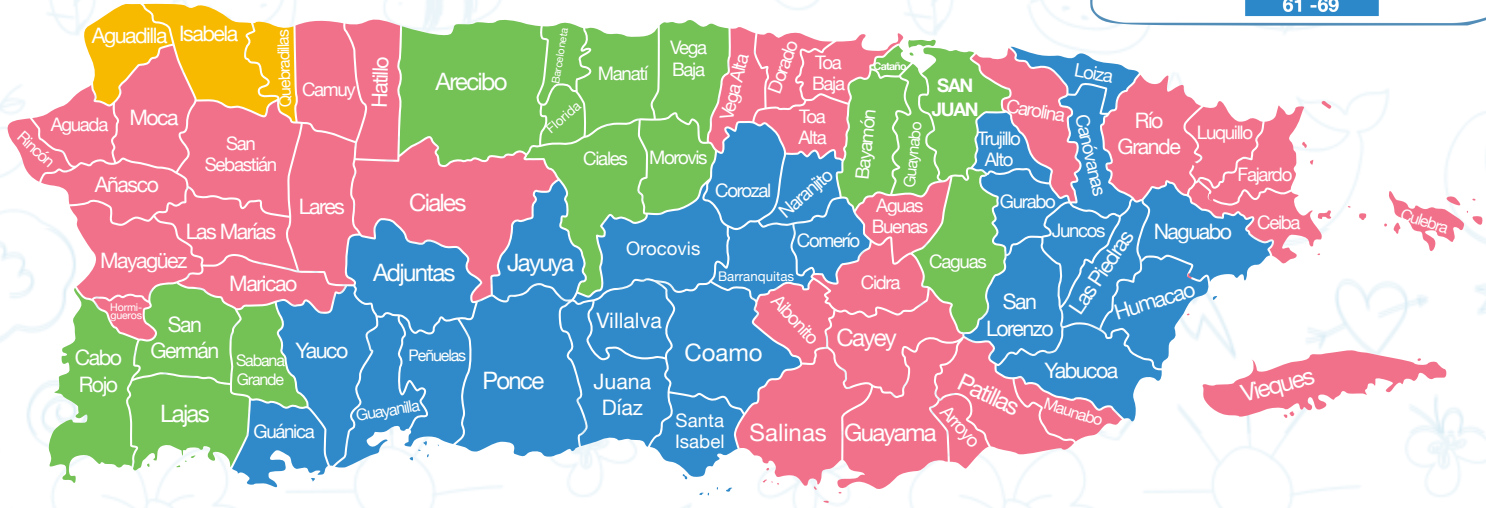
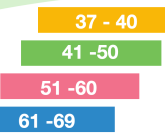


Source Puerto Rico Community Survey, U.S. Bureau. Estimates for 1 year (2018).

*Preliminary data.

Rate of children from 0 to 8 years UNDER LOW POVERTY LEVEL

Rate of children from 0 to 8 years under low poverty level in Puerto Rico



Map developed by Estudios Técnicos Inc.

Fuente: ACS 1-Year Estimates - Puerto Rico Public Use Microdata Sample 2018. Puerto Rico Public Use Microdata Areas (PUMAs)

AREAS OF NEED:

Through the Needs Assessment process 10 areas of need for early childhood were identified.

These areas are:

Poverty and Socioeconomic Conditions of Families



Access to Services for Children with Functional Diversity



Low Knowledge Level About Available Services



Mental Health and Other Services



Care Services



Nutrition Services



Access to Sport and Recreational Activities



Education Services During Pregnancy



Shortage in Art Services



Access to Other Basic Services



According to need assessment key informants the above-mentioned areas of needs disproportionately affect children with special needs; families in rural areas, particularly those in the western and central regions; single parents; working class families unable to access services that are exclusively provided to low-income families; and children ages 0-3.

Early Childhood Public Policy Framework: Law 93 of 2008

The Law 93 of 2008 recognizes that early childhood, which encompasses the lifespan from birth to eight years old, is a fundamental period for the full development and learning of every citizen. Several decades of research document the role that human experiences play during this period of life and how they influence the integral formation of children. The areas of attention of Law 93-2008 are as follows:

Figure 5 • Areas of attention of law 93-2008



1. Healthy Birth

Law 98-2008 establishes that healthy birth is the healthy process that promotes and states the optimal development of an unborn baby. This process encompasses from pregnancy to delivery including the first month of life. The healthy birth is based on the appropriate pre-conceptive, prenatal, and perinatal care.

2. Health

Law 98-2008 establishes as public policy the health care centered on the family and children with accessible, affordable, continuous, coordinated, encompassing, and sensible services from birth to 8 years of age. This public policy ensures the prevention, detection, and timely intervention of physical health and socio-emotional conditions, guaranteeing appropriate transitional processes, considering ethical and confidential principles.

3. Education

Law 98-2008 defines education as the social process that enhances the continuous development of human beings in their individual, social, and historical dimensions, with the purpose of channeling the capacity of living in harmony with their environment. This includes their spiritual beliefs, values, wellbeing, ecological conscience, culture, family, and the intellectual, physical, social, and emotional development.

4. Family

The family is the social system closest to children that has the primary responsibility of facilitating their development through their upbringing. It is recognized parenting can be affected by the characteristics of the child, characteristics of the parents, their psychological wellbeing, the community climate, and the context of the family. This public policy establishes multi-sectorial actions aimed at enhancing the quality of life of children, promoting that families take control of the parenting process to adequately meet their developmental needs. The Law establishes the use of interventions and actions at different levels with families of children that are experiencing high levels of stressors, whether it is because the family structure or circumstances special health needs.

5. Security

Law 98-2008 aspires for minors to be secure and that they are not hurt by their parents, person in charge, or main caretaker. Security is also a state of protection, tranquility, and prevention, it is the protection and measures that foment wellbeing and prevents harm or risks to the physical and emotional integrity of children.

6. Art and Culture

Law 98-2008 establishes the use of art and culture as a source of physical, mental, and spiritual health. Children will be able to explore the wide field of arts and learn about Puerto Rican and international culture. The arts field will include literature, poetry, dance, theatre, music, plastic arts, architecture, and popular arts. The Law promotes the integration of art and culture into the school curriculum of the education system of Puerto Rico.

7. Play, Recreation, and Sports

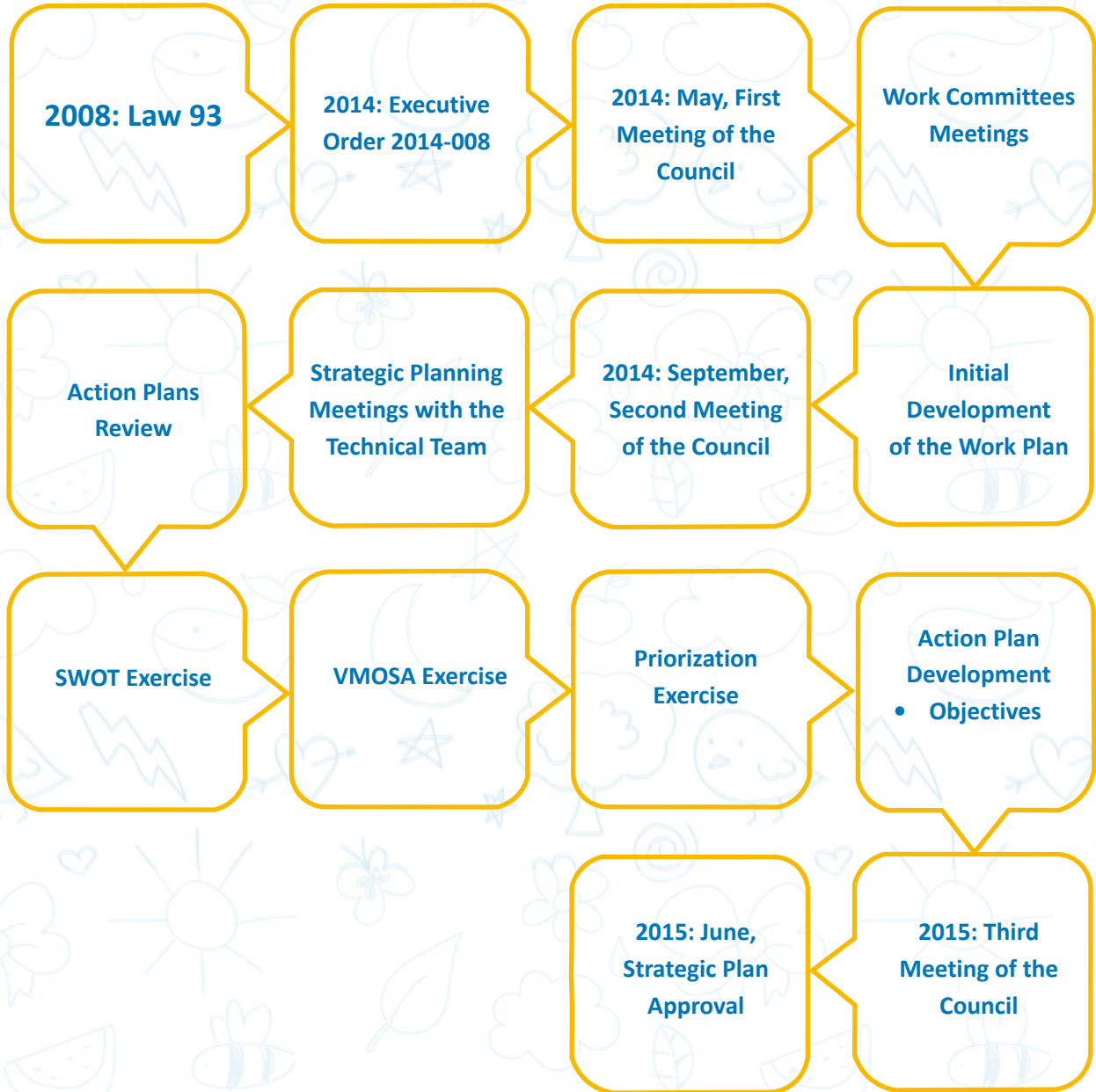
Law 98-2008 establishes that recreation refers to any activity or experience that stimulates the senses, is socially acceptable, is done during free time, in a voluntary manner, from which satisfaction is derived, and produces a feeling of well-being and fun. The Law also defines sports as all manifestations of early childhood activities, expressed through play, physical activity, movement, exercise, motor skills, athletic abilities, and is organized according to the levels of early childhood development.



Review of 2015 Early Child Strategic Plan

In 2015 the Governor’s Multi-sectorial Council for Early Childhood developed a strategic plan for the implementation of Law 93—2008. Over a 13-month period early childhood stakeholder groups (community-based organizations, government agencies, health professionals and early childhood experts) engaged in the development of a strategic plan. Figure 6 summarizes the process:

Figure 6 • Summarizes the Process



The strategic plan included 12 strategic goals with 35 objectives. Goals were divided in two areas: Integrated Governance and Service System. Integrated Governance had 5 goals with 14 objectives, while Service System had 7 goals with 21 objectives.

Integrated Governance Goals

1. Develop and implement a vision, shared strategies, and encompassing service system, coordinated, continuous, and high-quality to foment and facilitate the wellbeing, protection, and integral development of children from birth to 8 years of age.
2. Create a strategy of cost-effective fiscal sustainability that supports a high-quality integrated services system for early childhood (birth to 8 years) and the long-term economic development.
3. Foment, support, and facilitate the preparation and specialized continuous development based on competencies, and the recruitment and career promotion of professionals that work for early childhood in all areas of attention, and in different scenarios and professional levels.
4. Develop a coordinated and continuous data system and the research that serves as base for opportune decision making.
5. Educate and acquire ample support for the wellbeing and integral development of early childhood in the families, service providers, and the general community.



Service System Goals

1. Foment live, healthy, secure, and on time birth, though promotion, prevention, and preconception, prenatal, and perinatal care, and during the birthing and delivery, coordinated and of high-quality.
2. Foment the family wellbeing and a healthy and responsible parenting that facilitates the integral development of early childhood through programs, services, and supports based on the best practices.
3. Guarantee the availability and accessibility of programs, services, and supports based on the best practices that foment the family wellbeing, and a healthy and responsible parenting that facilitates the integral development of early childhood and the healthy coexistence in families and communities.
4. Guarantee the early detection and intervention to meet the special needs of children with functional diversity/developmental delays and offer timely and continuous services based on the best practices.
5. Foment that each child feels loved and protected by their parents or adult caretakers, and that they develop in environments free of dangers and risks to their physical and emotional security, and in a healthy, peaceful, and calm coexistence.
6. Guarantee services and programs for the development and learning from birth to third grade with a vision, strategies, and articulated, suitable and high-quality practices.
7. Create spaces and promote art, culture, play, recreation, and sports as mediums for learning and sources of physical and emotional health in early childhood and their families.

Puerto Rico PDG B-5 Strategic Plan

Considering 2020 Needs Assessment, Law 93-2008, 2015 strategic plan, federal government's guidelines, and the SWOT analysis (see Figure 7) conducted with PDGB-5 stakeholders Puerto Rico embarked in its 2021 strategic planning process.

Figure 7 • SWOT Analysis

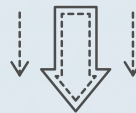
STRENGTH

- Human Resources, professionals that are specialized and committed to children wellbeing and development
- Committed families
- Diversity in program alternatives
- Committed service providers with areas of specialization
- Academic Programs in Early Childhood



WEAKNESS

- Policy implementation
- Fragmentation of efforts and systems
- Lack of uniform protocols (ex. quality criterial)
- Specific statistical data for the population and lack of integrated information systems
- Disruption in the continuity of services following disasters and the COVID-19 health emergency
- Program and service evaluation
- Emerging culture of research and evaluation
- Inequity in resource distribution
- Migration
- Duplication of Services
- Availability, integration, and access issues accentuated by disasters and the pandemic



THREATS

- Political situation and fiscal policies
- Loss of found, weaknesses in fund management that limit access to new sources
- Population loss and migration
- Natural disasters, health emergencies and other external stressors
- Changes in the political environment and government administration
- Bureaucracy



OPPORTUNITIES

- Enabling legal framework
- Sources of financing in the framework of the recovery
- Availability of technology
- Potential to create an information and accountability system
- Outreach and Education
- Creation of strategic alliances with non-profit entities, municipalities and government agencies



SWOT Analysis

As part of the strategic planning, Estudios Técnicos, Inc. facilitated a SWOT analysis in October 2020. Stakeholders reviewed need assessment findings and identified areas of need, strengths of the early childhood system in Puerto Rico as well as areas of need and opportunities to identify priorities to inform the planning process. SWOT results informed pivotal areas to identify additional stakeholders, and content of the strategic planning guide developed by PDG B-5 Puerto Rico.

PHASE 01 Pre-Planning (October 2020- January 2021)

1. Establishment of Core team to facilitate the strategic planning efforts and design pre-planning activities to identify a thoughtful planning process, addressing the needs of vulnerable and underserved children and families.
2. Invitation of early childhood stakeholders interested in participating were confirmed during the months of October to January 2021. During the month of November 2020, PDG B-5 staff developed the guidelines and planning manual for the planning process in compliance with federal guidelines and Puerto Rico's early childhood laws.
3. Stakeholders representing Puerto Rico early childhood system attended a 3-hour January 15, 2021 virtual orientation of 2020 Needs Assessment findings were presented and discussed as follows: Access to care, Quality of early care, children 0-5 and vulnerable populations.
4. 15 enero 2021 We present the work documentation, work guide, participation commitment and initial meeting schedule with the scientific partner that will collaborate in the strategic plan. The plan will provide a path forward for Early Childhood in Puerto Rico, policy makers, children, and families. Acknowledging the landscaping is ever changing we will revisit and review this document to ensure that adjustments are made when needed.

PHASE 02 Planning (February 2021- June 2021)

The main technique used as a framework to organize the information was the VMOSA. **VMOSA** is a practical planning process developed by the Community Toolbox- Kansas University Workgroup that can be used by any community initiative. It provides a blueprint for moving from vision to action to outcome. It stands for: Vision, Mission, Objectives, Strategies, Action Plan. The strategic planning process was led by Puerto Rico's PDGB-5 Core Team with the technical support of its scientific partner in a series of **Ratification Meetings** were Planning Committee members and stakeholders participated. A total of 8 ratification meetings were carried out from February-June 2021 to develop vision, mission, values, goals, objectives, strategies and workplans. Additionally, a total of 17 workgroup meetings took place amongst Planning Committee members to finetune objectives and actives. Members gathered in three workgroups (Children & Families, Service Provision System, and Public Policy Framework) facilitated by a PDGB-5 Team member and a scientific partner staff member. A detailed description of ratification meetings' activities is presented below:

Meeting #1 & #2 (2 hours each): Review and Refine PDG B-5 Vision, Mission, and Project Values

Two state level stakeholder's decision-making meetings were held to develop PDG B-5 values, vision, and mission statements. State level goals and objectives were refined using the VMOSA process (Objectives, Strategies, and Strategic Planning).

Meeting #1 & #2 (2 hours each): Review and Refine PDG B-5 Vision, Mission, and Project Values

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Meetings #3 (2 hours): Establishment of the decision-making groups and brainstorming of strategies.

The stakeholder group developed a series of strategies that formed the basis of the SMART objectives. As part of the process for developing the SMART objectives, three sub-committees were formed with the stakeholders. The scientific partner guided the groups through the following actions:

- Introduction of PDG B-5, and its vision, mission, and project values statements.
- Discuss the expectations, roles, and responsibilities of the committees.
- Describe suggested strategies in 3 priority areas and 10 domains.

Meetings #4, #5, #6, #7 (2 hours each): Review and Refine workgroups Goals and Objectives.

Three decision making meetings with each sub-committees took place. The scientific partner guided the groups through the following actions:

- Review and refine local goals and objectives using the VMOSA process (Objectives, Strategies, and Strategic Planning).
- Identify tasks for each objective.

Meeting #8 (2 hours): Logic Model, Program and Policy Strategies, Health Disparities, and Sustainability.

A state level stakeholder's decision-making meeting was held to ratify decisions at committees' level and to complete the state level decision making process, including:

- Refine the strategic plan, including the activities, outcomes, and indicators for each objective.
- Develop or refine program and policy strategies.

Workgroups Meetings: SMART Objectives

Each sub-committee held separate meetings from the main group to further discuss, review, and refine the SMART objectives for their respective areas of interest.

The result of the VMOSA process was the development of the Vision and Mission of PDG B-5 along with the identification of the values of the project. The strategic planning process of PDG-B5 resulted in 69 SMART objectives divided in the 10 areas of needs identified in the Needs Assessment (Figure 8).

Ongoing Stakeholder Engagement – our process benefited from the widespread responses from early childhood providers, stakeholders, and families across our island. We will continue to engage with providers to implement the identified goals and strategies of this plan.

PHASE 03 Refining and Reviewing the plan (July-September 2021)

Stakeholders worked with the summary of the objectives, areas of interest, identified goals and priority areas. A strategic plan draft was provided to the team for review and was sent to federal agencies for review and recommendations.

PHASE 04 Formal Adoption (September 2022)

Once approved the strategic plan will be disseminated through the project's official website and the implementation process will begin. Our strategic planning process will conclude with formal presentations to stakeholders, families, and service providers once its approved by the federal entities.

PHASE 05 A living document

The plan will provide a path forward for Early Childhood in Puerto Rico, policy makers, children, and families. Acknowledging the landscaping is ever changing we will revisit and review this document to ensure that adjustments are made when needed.

Puerto Rico PDG B-5 Logic Model

VISION:

That all children in Puerto Rico manage to develop to their optimal potential and become healthy, happy and prosperous adults.

MISSION:

Provide a mixed, coherent, and integrated system of inclusive and accesible services with a multi-sectorial focus to support the Puerto Rico families, aimed at the integral development of early childhood and the promotion of a better quality of life.

Values: The work is done from and to Social Justice, is Centered in the Family, Honor the Emotions, is Focused on Data and Results, and is Guided by Creativity

System Elements

Policy
Governance
Financing Mechanism
Data Quality & Linkages
Workforce Development
Family Involvement
Transitions
Quality Assurance
Mentoring & Evaluations

Law 93-2008

Health
Safe Birth
Education
Family Safety
Art and Culture
Play, Recreation, and Sports

Stakeholders

Ensuring a broader system focus: Preschool birth to five system:

Healthcare
Behavioral Health System
Support for Children with Disabilities
ECCE System
Child Protection System
Economic Assistance
Employment Support System

Overarching Goals

Areas of Need & Objectives

Poverty and Socioeconomical Conditions of Families (11 objectives)

Access to Other Basic Services (4 objectives)

Mental Health and Other Services (7 objectives)

Nutrition Services (4 objectives)

Access to Services for Children with Functional Diversity (10 objectives)

Education Services During Pregnancy (5 objectives)

Care Services (11 objectives)

Access to Sport and Recreational Activities (6 objectives)

Low Knowledge Level About Available Services (2 objectives)

Shortage in Art Services (7 objectives)

Continuous Quality Improvement and Evaluation

Puerto Rico's Contextual Factors: Biden-Harris Plan for Recovery, Fiscal Control Board, Natural Disasters, Lack of Continuity due to Political Changes

OBJECTIVES OF EACH AREA OF NEED

1 Poverty and Socioeconomical Condition of Families



Objective 1.1

By June 2023, PDG-B5 will collaborate with the Administration of the Socio-Economic Development of the Family, and the Puerto Rico Health Insurance Administration, to evaluate the eligibility requirements for increasing the annual income granted by the PAN and Government Medical Plan for families with children between 0-8 years old.

Activities

1. Consult with the Administration of the Socio-Economic Development of the Family if the eligibility requirements can be modified at the state level of Puerto Rico or at the federal level.
2. Identify staff in both agencies.
3. Present socioeconomic data of families with children between 0-8 years old.
4. Recommend to both agencies a suggested annual income, higher than already established, that is supported by socioeconomic data.
5. Track the process of changing eligibility requirements.

Objective 1.2

By June 2023, PDG-B5 will collaborate with an organization or Senator that is interested in the issue of maternity and paternity to propose an amendment to the Maternity Bill and Paternity Bill to increase the period of maternity and paternity pay to 1 month in addition to what is established in both laws for working parents, including adoptive parents.

Activities

1. Identify an expert on the legal vocabulary or in Public Policy.
2. Identify a Senator or organization that is willing to submit the amendment or that has already worked with a similar proposal.
3. Review the Maternity Bill and Paternity Bill.
4. Write a proposal to amend the Maternity and Paternity Bills.
5. Submit the amendment to the Legislature.

Objective 1.3

By June 2024, PDG-B5 will collaborate with organizations to incorporate parents or foster parents with children aged 0-8 years as resources in the training, preparation, and implementation of programs focused on parenting skills.

Activities

1. Request the Administration for Children and Families to identify funds for the implementation of programs focused on parenting skills.
2. Recommend the Administration for Children and Families to provide incentives for parents, or foster parents that collaborate in parenting skills programs.

3. Hire an organization that provides parenting skills services.
 - A. Invite parents, or foster parents with children of 0-8 years to be part of the resources of parenting skills programs.
 - B. Training of parents or foster parents with children with 0-8 years in parenting skills.
 4. Identify and provide accessible spaces, physical or virtual, for training parents, or foster parents of children with 0-8 years in parenting skills.
 5. Identify interested parents, or foster parents with children with 0-8 years and offer them parenting skills workshops.
 6. Request that the facilitation process of parents and foster parents with children of 0-8 years old be evaluated in their training, preparation, and implementation during the parenting skills programs.
-

Objective 1.4

By June 2023, PDG-B5 will recommend to the Puerto Rico Department of Education and the Puerto Rico Private Education System to identify and assign funds for schools attended by pregnant adolescents and adolescent parents with children 0-8 years to acquire the necessary material and human resources to facilitate their access to education.

Activities

1. Explore best practices and lessons learned from the Nacer, Healthy Start and Healthy Families projects.
 2. Explore which division within the Puerto Rico Department of Education provides services to pregnant youth and parents with children 0-8 years.
 3. Recommend to the Puerto Rico Department of Education and the Puerto Rico Private Education System to identify funds to provide parenting skills programs to middle and high school students who are parents of children between 0-8 years.
 4. Recommend to the Puerto Rico Department of Education and the Puerto Rico Private Education System to provide funding to high schools for counseling and labor skills training to students who are pregnant and who are parents of children with 0-8 years.
 5. Recommend to the Department of Education of Puerto Rico and the Private Education System of Puerto Rico to provide funding to high schools so that they can implement a childcare system on campus for parents with children of 0-8 years (consider that the childcare service can be provided to parents up to the age of 25).
-

Objective 1.5

By June 2024, PDG-B5 will evaluate all strategies adopted, in the short and long term, to make modifications and improve their impact on families with children aged 0-8 years.

Activities

1. Hire an organization that provides evaluation services including evaluation before, during, and after implementation, and data analysis.
 2. Modify the strategies as necessary based on the results of the evaluation.
-

Objective 1.6

By June 2023, PDG-B5 will conduct public policy analysis on policies focused on mitigating poverty of families with children aged 0-8 years living in Puerto Rico and propose amendments.

Activities

1. Create working groups with ACUDEN and request support from other organizations to carry out the public policy analysis.
2. Identify advisors who have knowledge in public policy processes to support ACUDEN's staff during the process.

3. Identify existing public policies that are focused on mitigating the poverty in Puerto Rico.
 - A. Identify whether the policies specify their impact on families with children 0-8 years of age.
 4. Develop and propose amendments if necessary. Identify interested parents, or foster parents with children with 0-8 years and offer them parenting skills workshops.
 5. Explore what strategies, proposals, and programs municipalities are using to manage the issue of poverty.
-

Objective 1.7

By June 2024, PDG-B5 will recommend to the Puerto Rico Educational Sector to incorporate financial education into school curriculums considering its impact on pregnant adolescents and parents with children aged 0-8 years.

Activities

1. Conduct a literature review of the benefits of financial education in pregnant adolescents and parents of early age children and develop recommendations to incorporate into school curriculum.
 2. Identify the staff of the Educational System (public and private sectors) in charge of the development of the curriculum to present the proposal to integrate financial education.
-

Objective 1.8

By June 2024, PDG-B5 will collaborate with the Puerto Rico Department of Labor and Human Resources to identify and promote employment opportunities and development of labor skills for families with children aged 0-8 years.

Activities

1. Identify staff from ACUDEN, and the Department of Labor and Human Resources to create a task force.
 2. Identify the availability of employment opportunities and development of labor skills to families with children from 0-8 years.
 3. Inform families with children from 0-8 years about opportunities for employment and work skill development.
-

Objective 1.9

By August 2024, PDG-B5 will collaborate with the Labor Development Program (LDP), attached to the Department of Economic Development and Commerce (DEDC), for the implementation of the Workforce Innovation and Opportunities Act (WIOA) to ensure the quality of services that are aimed at developing labor skills of families with children from 0-8 years, considering the needs of industries in the Puerto Rican context.

Activities

1. Submit a case statement of the population receiving PDG-B5 services, based on the results of the Needs Assessment, to the Puerto Rico Department of Labor and Human Resources to propose the development of labor skills for families with children at an early age.
 2. Promote the implementation of demonstration programs to ensure the quality of services in the development of labor skills.
 3. Ensure that the development of labor skills is in accordance with the needs of industries in the Puerto Rican context.
-

Objective 1.10

By June 2024, PDG-B5 will collaborate with Child Care and Head Start to expand access to early development programs to most children with 0-8 years through care vouchers for low-income working families who do not qualify for Child Care.

Activities

1. Identify low-income families (up to 130% poverty) that does not qualify for Child Care.
 - A. Identify the percentage of poverty level to support the increase in the voucher percentage.
2. Recommend increasing the poverty level required to receive care vouchers from 85% to 130%.
3. Provide families with referrals to Child Care services through the 2 Gen on Wheels and 2 Gen Centers.
4. Identify key stakeholders from both organizations (Child Care and Head Start).
5. Collaborate with Child Care and Head Start in the development and dissemination of a Service Bank of available services to refer low-income working families that do not qualify for Child Care and do not qualify for care vouchers.
6. Update the Service Bank information annually

2.

Objective 1.11

B By January 2022, PDG-B5 will request the Commission of Federal, International and Status Relations of the House of Representatives to follow up on Resolution 1378 to initiate an educational phase for the governmental agencies and programs of evidence-based practices to be implemented in institutions that serve children aged 0-8 years.

Activities

1. Identify the people who collaborated in the process of developing Resolution 1378.
2. Request that a follow-up be given to the recommendations that emerged from the legislative investigation of Resolution 1378.
3. Request that a Training Action Plan be developed to begin an educational phase to governmental agencies and programs of evidence-based practices to be implemented in institutions that serve early children.

2 Mental Health and Other Services



Objective 2.1

By July 2024, PDG B-5 will collaborate with mental health service providers to develop inclusion campaigns to reduce the stigmatization and broaden the understanding of the mental health concept focused on the general wellbeing and prevention in children aged 0-8.

Activities

1. Develop a physical and digital booklet where the concept of mental health is defined for children aged 0-8 from a general wellbeing and prevention approach.
2. Develop a video with information about the content of the booklet for distribution in agencies and medical offices.
3. Outreach families with difficult access to information to disseminate the booklet.
4. Post educative capsules in supermarkets.
5. Identify activities directed at early childhood to distribute the information.
6. Develop informative tours in care centers for early childhood.

Objective 2.2

By June 2024, collaborate with the accreditation boards of mental health professionals, the Department of Education, and the Department of Health to include the effects of early childhood trauma in the human development in the ethics and professionalism courses required for health professionals and governmental employees, including teachers and staff from the Department of Education and the Department of Health.

Activities

1. Collaborate with professional associations and colleges who serve the early childhood to include continuous education courses in early childhood trauma and human development.
 2. Create a work committee focused on mental health.
 3. Create a guide for the development of the courses.
-

Objective 2.3

By July 2023, PDG B-5 will collaborate with ASSMCA, Community Clinics, the Department of Health, and Pediatric Organizations to promote the use of instruments of evaluation that can preventively identify issues of depression, anxiety, domestic violence, drug abuse, alcohol use, and smoking for parents and caretakers of children aged 0-8.

Activities

1. Create collaborative agreements with institutions that can screen families.
 2. Identify screening tools and develop clinical guidelines for those instruments.
 3. Disseminate these guidelines.
 4. Collaborate with programs that already conduct family screening and disseminate the lessons learned by them.
 5. Give technical assistance to providers to facilitate the implementation of the screenings.
-

Objective 2.4

By June 2024, PDG B-5 will collaborate with the Department of Health, Pediatricians, and Hospitals to foment the creation of a universal certification to document the screenings.

Activities

1. Orientate parents visiting medical offices, in care centers, and in the Demographic Registry about the certification and screenings.
-

Objective 2.5

By July 2024, PDG B-5 will collaborate with the Department of Health in the development of a regulation for a surveillance program for lead exposition to prevent developmental issues in children aged 0-8.

Activities

1. Promote educative campaigns about the risk factors and symptoms associated with lead intoxication.
 2. Review the statistics about lead poisoning
 3. Foment that care centers receive information to disseminate to parents and caretakers of the importance of screening for lead poisoning.
-

Objective 2.6

By July 2024, PDG B-5 will collaborate with ASSMCA, the Department of Health, the Puerto Rican Association of Psychology, the Department of the Family, and the Department of Education to foment the implementation of a methodology of quality improvement for the services related to mental health and other health issues in children aged 0-8.

Activities

1. Educate all agencies and their directors about quality improvement and how to implement a program of quality improvement.
2. Foment the implementation of quality improvement programs to all essential services for the early childhood.
3. Offer courses of quality improvement as part of the ethical requirements courses for government employees.
4. Promote that the professional boards adopt courses in quality improvement for their respective professional development courses.
5. Foment improvements in the quality related to vaccination coordination.
6. Foment improvements in the quality related to transportation to preventive health services for early childhood.

Objective 2.7

By December 2023, PDG B-5 will collaborate with ASSMCA, the Department of Health, and the Administration for Health Insurance (ASES, Spanish Acronym) to review public policies and current programs aimed at promoting mental health in children aged 0-8 to explore if they are aligned with the current needs.

Activities

1. Review the inventory of public policies found in the most recent needs assessment to identify what are the proposals and regulations related to mental health in the early childhood.
2. Review the lessons learned in project LAUNCH and explore how they can be replicated.
3. Identify federal funds to expand the programs related to mental health in early childhood.
4. Explore the data acquired by Kids Count related to the early childhood in Puerto Rico to supplement the data collected in this project.

3 Access to Services for Children with Functional Diversity



Objective 3.1

By June 2024, PDG B-5 will promote compliance with existing laws so that children aged 0-8 and their families have the resources and professionals necessary to learn and participate in equal conditions.

Activities

1. Give monthly continuity to the work of the Learning Community sponsored by the CDC.
2. Support APNI's efforts by signing a collaborative agreement.
3. PDG B-5 will explore the creation of a permanent Committee in ACUDEN, made up of community experts who overlook that all policies, practices, and programs in all priority areas integrate access to services for children with functional diversity with the appropriate accommodations.
4. Explore the feasibility of amending Law 93 to ensure that these positions are for 10 years and make ACUDEN the administrator of the Council.

Objective 3.2

By June 2024, PDG B-5 will promote the creation of permanent positions to manage the provision of services to children 0-8 years old with functional diversity.

Activities

1. Identify through a public policy analysis the legislative committees that have an influence on the creation of these positions.
 2. Support APNI's efforts by signing a collaborative agreement.
 3. PDG B-5 will explore the creation of a permanent Committee in ACUDEN, made up of community experts who overlook that all policies, practices, and programs in all priority areas integrate access to services for children with functional diversity with the appropriate accommodations.
-

Objective 3.3

By June 2024, PDG B-5 will educate the population about functional diversity.

Activities

1. Develop an educational campaign.
 2. Develop a cycle of educational workshops for the general community and caretakers.
-

Objective 3.4

By June 2024, PDG B-5 will foster alliances and collaboration between organizations to reduce redundancies and to supplement and complement its services in a cost-effective way.

Activities

1. Through the monthly meetings of the Learning Community, conduct conversations on reducing redundancies.
-

Objective 3.5

By June 2024, PDG B-5 will identify funding for individualized support services for families and caregivers of children 0-8 years old with disabilities.

Activities

1. Explore the possibility of maximizing Child Care and American Rescue Plan funding for these purposes.
 2. Explore the possibility of addressing this through ACUDEN initiatives.
-

Objective 3.6

By June 2024, PDG B-5 will promote the existence of a digital system for recording the results of all birth screening tests, developmental screening, and screening for autism that is accessible to families, state custodians, and service providers.

Activities

1. Explore with the Department of Health-Division of Mothers, Children and Adolescents their interest and availability to share their current record.
 2. Establish a collaborative agreement with the Department of Health-Division of Mothers, Children and Adolescents.
-

Objective 3.7

By June 2023, PDG B-5 will encourage each municipality to create and maintain a printed and digital directory of all services available to the children aged 0-8 and their families. This registry will be accessible to the general population, including those with functional diversity.

Activities

1. Work with the municipalities participating in the Two Generation Centers.
-

Objective 3.8

By June 2024, PDG B-5 will collaborate in the dissemination of the services available for children aged 0-8 with functional diversity.

Activities

1. Explore the interest of the Department of Education and APNI to collaborate through the PDG B-5 Education Consultant.
2. Create a directory of services that includes the community that provides services and support to early childhood and their families.

4 Care Services



Objective 4.1

By 2024, PDG B-5 will collaborate with public and private institutions to review Laws # 84-1999, 114-2009, and 197-2003 and foment employers to provide subventions of care and development.

Activities

1. Explore the viability of performing a needs assessment to identify the needs and opportunities to enhance the existing services.
 2. Create collaborative agreements with organizations that will participate in this objective.
 3. Review the current programs that provide subvention and explore how to broaden their accessibility for professionals and workers.
 4. Explore establishing reasonable pay in care centers established by the government to people with low income and government employees.
 5. Identify if there are federal regulations and requirements that limit the use of public care centers to employees of the private sector.
-

Objective 4.2

By June 2024 PDG B-5 will collaborate with public and private institutions to measure the impact of the regulation of care centers for children 0-8 years old to understand their needs and give them support.

Activities

1. Update the care centers based on the results of the needs assessment with the purpose of maximizing their positive impact on the population they serve.
 2. Use the quality measuring instrument as a compliance measure for the minimum requirements for licensing of care centers that serve children 0 to 8 years old.
 3. Educate families in the appropriate services for their children.
-

Objective 4.3

By June 2024, PDG B-5 will collaborate with public and private institutions of care and development to promote the best practices for the health wellness of children aged 0-8 including nutrition, safe sleep, prevention of non-intentional lesions, contagious conditions, oral health, and nursing support.

Activities

1. Identify what are the best practices of nutrition, safe sleep, prevention of non-intentional lesions, contagious conditions, oral health, and nursing support.
 2. Create a social marketing campaign to disseminate the best practices.
 3. Coordinate a yearly forum for organizations to share their knowledge and information.
 4. Create a database with the information of the organizations.
 5. Evaluate the impact of these efforts.
-

Objective 4.4

By June 2024, PDG B-5 will collaborate with public and private institutions to explore new opportunities for care centers to broaden their services to the population of children 0-8 years old with special needs.

Activities

1. Establish orientation and education programs to increase the amount of public and private care centers that provide services to children with developmental deficiencies.
 2. Identify funds directed to the care centers.
 3. Identify subventions for parents of early age children with special needs.
-

Objective 4.5

By June 2024 PDG B-5 will promote that care centers are economically accessible for families with children 0-8 years old through public policies.

Activities

1. Increase the services for families with children with special needs by 10%.
 2. Review which laws apply to childcare services of children with special needs.
-

Objective 4.6

By June 2024, PDG B-5 will evaluate the Quality System to modify and update, as necessary.

Activities

1. Re-evaluate the quality system through a pilot project that creates a continuous evaluation process.
 2. Offer recommendations based on the needs of each center.
 3. Offer support to the care centers.
-

Objective 4.7

By June 2024, PDG B-5 in collaboration with public and private institutions will explore the possibility of developing economic opportunity and mentorship programs to help care centers of children 0-8 years old access to funds for the compliance with quality standards.

Activities

1. Promote collaboration in the development of economic and mentorship alternatives/opportunities for care centers of early childhood to access funds.

2. Review the compliance of health standard criteria every 2 years.
 3. Review the compliance with safety standards.
 4. Develop workshops of health and safety standards.
 5. Identify funding opportunities.
-

Objective 4.8

By June 2024 PDG B-5 will collaborate with the Department of the Family to explore how many private and public care centers exist and how many children 0-8 years old are in each geographic zone, to identify those zones that have a gap in services and align them with the referral centers.

Activities

1. Identify data form the 2020 census.
 2. Develop a mapping application and make it public.
 3. Update and divulge the information.
 4. Review the information yearly.
 5. Identify priority zones.
-

Objective 4.9

By June 2024, PDG B-5 will develop a support team for those who are using evidence-based practices with children aged 0-8 years old.

Activities

1. Identify evidence-based practices adapted to Puerto Rico. Develop a mapping application and make it public.
 2. Evaluate curriculums to identify which ones are adapted to Puerto Rico.
 3. Develop strategic options to apply based on the target population and the resources of the organization.
 4. Educate the collaborators and the providers on the evidence-based practices.
-

Objective 4.10

By June 2024, PDG B-5 will collaborate with public and private institutions to explore how to increase the resources, capacity, and remuneration of teachers up to third grade.

Activities

1. Reevaluate the pay scale for teachers up to third grade.
 2. Explore how to give subventions in accordance with the offered service.
 3. Develop a financial evaluation and a viability study to determine how to implement this objective.
-

Objective 4.11

By June 2024, PDG B-5 will collaborate with the Licensing Board of Physical Aptitude Professionals, the Department of Recreation and Sports, the Municipalities, and the Administration of Mental Health and Anti-Addiction Services to promote curriculums and regulations that foment a higher exposure to outdoor activities in care centers for children aged 0-8.

Activities

1. Promote that experiences and games on the outdoors are part of the daily curriculum in care centers.
-

5 Low Knowledge Levels About Available Services



Objective 5.1

By June 2024, PDG B-5 in collaboration with United Way of Puerto Rico, Municipalities, Agencies, and Nonprofit Organizations will create a directory of all services available for early childhood by municipality and region, including requirements, schedules, benefits, place, and contact.

Activities

1. Identify of funds for the sustainability of the directory
2. Identify an expert provider to manage the proposal.
3. Update the directory every year.
4. Disseminate by different means - Outreach campaigns.
5. Create kiosks to access information in service centers such as what services it provides, links to the WIC pages, PAN Office, Vaccination Centers, Pediatric Centers, and to report on the services that the Department of Education offers from 3-5.
6. Make this directory available in all agencies that provide early childhood services.

Objective 5.2

By June 2024, PDG B-5 in collaboration with United Way of Puerto Rico, Municipalities, Agencies, and Nonprofit Organizations will develop educational and dissemination campaigns of the services available for early childhood.

Activities

1. Identify funds for the dissemination of information in television media, and cinemas.
2. Identify the means to be used for dissemination.
3. Develop an educational campaign for dissemination on the media.

6 Access to Other Basic Services



Objective 6.1

By November 2024, PDG-B5 will support the Puerto Rico Housing Department with the dissemination and referral of available grants and assistance for the permanent acquisition (rental and purchase) of long-term housing for families with children of 0-8 years.

Activities

1. Identify staff or an office in the Puerto Rico Housing Department responsible for aiding the permanent acquisition (rental and purchase) of long-term housing.
2. Request information from the Puerto Rico Housing Department of available grants to share it with participants receiving PDG-B5 services.
3. Recommend the development of new housing cooperatives so that families with children at an early age can have more housing alternatives.

Objective 6.2

By December 2024, PDG-B5 will recommend to the Puerto Rico Public Housing Administration to evaluate the outdoor recreation areas of public housing to identify whether they are accessible and safe for early childhood and children 0-8 years old with disabilities.

Activities

1. Identify staff in the Puerto Rico Public Housing Administration.
 2. Review the minimum requirements established for outdoor recreation areas in public housing (e.g., Needs Assessment) to identify areas for improvement so that they can be safe and accessible for children at an early age or with disabilities.
 - A. Prepare a report evidencing the need for this type of assessment and submit it to the Puerto Rico Public Housing Administration.
 3. Recommend evaluating outdoor recreation areas of public housing complexes to make them accessible and safe for early childhood and children 0-8 years with disabilities.
-

Objective 6.3

By August 2023, PDG-B5 will assist in the integration of the Puerto Rico Department of Sports and Recreation, Puerto Rico Housing Department, Puerto Rico Department of Health, Puerto Rico Administration of Mental Health and Anti-Addiction Services and the College of Social Work Professionals of Puerto Rico to jointly develop programs that promote physical and social environments for the physical, emotional and spiritual well-being of families with children between the ages of 0-8 years.

Activities

1. Identify staff in organizations that works with the promotion of physical and social environments for physical, emotional, and spiritual well-being in early childhood.
 2. Coordinate meetings between governmental and non-governmental organizations to identify and develop programs that promote physical, social and spiritual well-being.
 - A. P Support in the process of identifying programs that promote safe and healthy physical and social environments at local and national levels.
 - B. Support in the process of identifying existing programs or the development of programs to implement in Puerto Rico that promote physical and social environments for the physical, emotional, and spiritual well-being of families with children between the ages of 0-8 years old.
-

Objective 6.4

By July 2024, PDG-B5 will recommend to the Puerto Rico Department of Labor and Human Resources to considerate the needs of families with early children to develop remote work strategies.

Activities

1. Identify key staff in the Puerto Rico Department of Labor and Human Resources office that is responsible for remote work issues.
 2. Recommend to the Puerto Rico Department of Labor and Human Resources to develop remote work strategies for families with early children.
-

7 Nutrition Services



Objective 7.1

By June 2024 PDG B-5 will support funders that educate caregivers, food managers, and educators of children 0-8 years old about healthy nutrition.

Activities

1. Explore a collaboration between PDG B-5 and Seeding the Future of United Way of Puerto Rico (BIENESTAR) to give nutrition support in care centers.
 2. Foster coordination between programs such as WIC, HS/EHS, Child Care, Private Care Centers, Department of Education, Pre-school Programs, and Maternal-Municipal Schools.
-

Objective 7.2

By June of 2024, PDG B-5 will foster the establishment of compliance measures of nutritional patterns in the permitted acquisition of groceries for families with children 0 to 8 years old with funds assigned with ADSEF-PAN.

Activities

1. Review the parameters of ADSEF and understand the viability of implementation of this objective. If possible, understand what other steps are required.
 2. Review the national parameters established by the USDA.
 3. Explore with the WIC program the guidelines of the nutritional patterns for the approval of take-out products.
 4. Explore the possibility of educating the recipients about their rights for formulating complaints.
-

Objective 7.3

By June 2024, PDG B-5 will foster compliance with nursing promotion laws.

Activities

1. Get in touch with the Coalition for the Promotion of Nursing and explore how PDG B-5 can support the promotion of nursing.
 2. Educate nursing mothers in Safe Infant Nutrition and nursing.
 3. Foment community leaders that serve as local resources for nursing mothers in the relevant geographic areas.
 4. Explore alliances with business development organizations to foment compliance with laws and education with employers about the benefits of promoting nursing in their organizations.
 5. Foment that nutritionists' academic programs include nursing as a primary theme in their curricular sequences and that they promote in their students the Certification of Nursing.
 6. Explore with the Professional Colleges and Associations the possibility of including themes related to nursing in continuous education courses.
-

Objective 7.4

By June 2024, PDG B-5 will promote and foment the development of family and community gardens in care centers and/or schools for children 0-8 years old.

Activities

1. Support the dissemination of Atención Atención Foundation's curriculum of home gardens.
2. Support the dissemination of Programa Futuro's curriculum of school gardens.
3. Support the dissemination of community gardens.
4. Expand the collaboration with the Department of Education of Puerto Rico with teachers of agronomy of the Department.
5. Expand the collaboration with the Puerto Rican chapter of the American Academy of Pediatrics to connect with the Pediatric Environmental Health to broaden the curriculums by including the use of non-contaminated soils.
6. Sponsor guided visits of children and their families to school/community/home gardens to foment the creation of gardens. Connect the guided visits with specific actions related to where to acquire the healthy food and how to prepare the healthy food. Connect this objective #4 with objective #5.

Objective 7.5

By June 2024, PDG B-5 will implement a social marketing campaign that communicates the basic values of nutrition focused on children to foment that they ask the adults for healthy food. The campaign must promote specific values about healthy nutrition.

Activities

1. Explore a collaboration with United Way of Puerto Rico and Atención Atención Foundation to capitalize on other similar campaigns.
2. Expand existing healthy food campaigns such as WIC with the support of the Department of Agriculture, HS, and EHS.

8 Education Services During Pregnancy



Objective 8.1

By June 2024, PDG B-5 will promote that every pregnant person and their family is offered guidance and prenatal courses, including laws and rights, to direct them to make informed decisions about their delivery, care, postpartum stay, breastfeeding, and newborn care.

Activities

1. Promote that public and private health insurances cover prenatal education courses.
2. Coordinate meetings between the programs that provide prenatal care courses and guidance such as: March of Dimes, Seeding the Future, Doulas Caribe, Health Insurances/ Plan Vital, Familias Saludables (ACA Home Visiting), Comienzos Saludables (Healthy Start), Nido Seguro, WIC, Mujeres Ayudando Madres (MAM), Comunidad de Aprendizaje, PROGYN, ACOG, AMPRO, AMPRE, PRAAP, and the Puerto Rican Society of Pediatrics to explore the possibility of having a common curriculum.
3. Perform and coordinate a curriculum analysis so that a common language and / or essential elements can be established (must be included in all curricula). Guides must include essential elements based on evidence. One of the analysis criteria must be appropriate language for the diversity of participants in functionality, education, literacy, and vulnerability.

Objective 8.2

By June 2024 PDG B-5 will encourage ACUDEN to establish control mechanisms to ensure that the rights established in existing laws for pregnant people are fulfilled; thus, protecting the well-being of the unborn baby.

Activities

1. Develop a policy map and analysis similar to the annex to the Needs Study (2021) where the relevant laws are included. The person or team that will perform this analysis should be specialists in the laws and rights of pregnant people.
 2. Create links with workgroups of the Woman's Advocate Office and the Lactation Coalition of the Department of Health to explore possible consequences for non-compliance with the laws.
 3. Review if the current laws provide fines to hospitals that do not comply with humanized births.
 4. Educate citizens about their rights. For example, demystify the topic of home birth.
-

Objective 8.3

By June 2024, PDG B-5 will make an inventory of existing programs for pregnant people and include it in the directory.

Activities

1. Collaborate with ACUDEN in the development of a unified platform with information relevant for the citizens.
 2. Collaborate with ACUDEN in developing a system for evaluating the quality of possible services to be included in the platform. This evaluation system must be based on evidence. (PASITOS)
 3. R Collaborate with ACUDEN in disseminating the directory information through the Two Generation Centers, so that citizens have access to the information, particularly those without access to digital means of communication.
-

Objective 8.4

By June 2024, PDG B-5 will begin to encourage the training of more doulas and midwives in the country.

Activities

1. Promote that public and private health insurances cover prenatal education courses.
 2. Explore the affiliation of Mujeres Ayudando Madres (MAM) with universities outside of Puerto Rico.
 3. Propose to the universities the creation of academic programs to prepare midwives/ doulas nurses. Part of the proposal can be a case study from MAM. Explore the relationship that MAM has with universities.
 4. Advocate to the health insurance companies that the doula/nurse midwife service is covered.
 5. Establish links with municipalities through groups such as the League of Cities.
-

Objective 8.5

By June 2024, PDG B-5 will promote the compliance by hospitals of the requirements of Baby Friendly Hospitals (UNICEF).

Activities

1. Explore the requirements of UNICEF for Baby Friendly Hospitals, a positive motivator for Hospitals in Puerto Rico.
 2. Explore developing a category of compliance with UNICEFs' criteria for Baby Friendly Hospitals, OR
 3. Explore developing a local award of ACUDEN that does not compete with UNICEFs' criteria.
 4. Educate hospitals about the requirements of ACUDEN or UNICEFs' award for Baby Friendly Hospitals.
-

9

Access to Sport and Recreational Activities



Objective 9.1

By June 2024, PDG B-5 in collaboration with the University of Puerto Rico Bayamón Campus and the Department of Recreation and Sports will foment the compliance with Law 93 that states the importance of pre-sport and recreational activities for a healthy development in children aged 0 to 8.

Activities

1. In collaboration with the Department of Recreation and Sports and Non-Profit Organizations foment the access and identification of recreational areas and community sport programs in early childhood.
2. In collaboration with the Department of Recreation and Sports and Non-Profit Organizations incentivize sports organizations to develop projects in communities to foment the development of education in movement classes and the creation of teams in schools and community clubs.
3. In collaboration with the Department of Recreation and Sports promote physical and recreational activities in the outdoors considering the climate, fresh hours, and secure locations.
4. Promote pre-sport noncompetitive and recreational activities as part of the daily development of children.
5. Promote the understanding and comprehension about evaluation techniques for early childhood in people working with this population. This must consider that each child learns in a different way.
6. Foment the recruitment of personnel in the Department of Recreation and Sports with knowledge in education of movement for early childhood.
7. Update the public policy that regulates work with early childhood followed by a dissemination of the policy.
8. Review public policies to include access to rhythm and movement activities, pre-sport activities, and recreational activities in the policies.

Objective 9.2

By June 2024, PDG B-5 in collaboration with United Way, the University of Puerto Rico, and the Albizu University, will promote the development of psycho-educational workshops and recreational activities for families and children 0-8 years old for the development of early childhood.

Activities

1. Create workshops for families and children, and training for organizations and community leaders.

Objective 9.3

By June 2024, PDG B-5 in collaboration with the Department of Recreation and Sports, Non-Profit Organizations, Municipalities, and Steering Committee of Parents of children 0-8 years old, will foment the creation of an initiative or program that requires municipalities, recreational associations, or community groups to maintain collaborative agreements with the institutions present in those communities.

Activities

1. Review the administrative processes for the accessibility of use of the recreational areas and facilities.
2. Identify under whose jurisdiction is each facility and how they prioritize its use.
3. Identify a contact on the Department of Recreation and Sports for the office in the Municipalities.
4. Identify facilities that are apt for their use.

Objective 9.4

By June 2024, PDG B-5 in collaboration with the Department of Recreation and Sports, and the Municipalities will foment that the passive parks include areas for children aged 0-8 that are accessible and inclusive.

Activities

1. Create a progressive plan for the implementation of this objective.
2. Include information about the use and age of the machines and equipment.
3. Guide and train the personnel of the facilities in security aspects related to the development of areas for early childhood.

Objective 9.5

By June 2024, PDG B-5 in collaboration with the Department of Recreation and Sports, will request that the DRS evaluate the process of certification of childhood trainer to require that it contains actualized topics of human development of children 0-8 years old.

Activities

1. Evaluate the requirements of the certification and present recommendations.
2. Create collaborative agreements with providers of continuous education.

Objective 9.6

By June 2024, PDG B-5 in collaboration with the Department of Recreation and Sports, Non-Profit Organizations, the Art Museum, Municipal Libraries, and private institutions, will promote and establish open spaces for reading for children 0-8 years old.

Activities

1. Promote a day of reading by incentivizing books.
2. Develop literary activities to promote culture.
3. Create campaigns aimed at parents about the importance of reading to children as early as gestation phase.
4. Create workshops to teach parents how to make homemade books.
5. Promote the incorporation of reading strategies to early childhood in home visits programs.

10 Shortage in Art Services



Objective 10.1

By June 2024, PDG-B5 will recommend the Puerto Rico Department of Education, the Puerto Rico Art Museums, the Santurce Fine Arts Center, and the Puerto Rico Conservatory of Music to collaborate to promote public policies that re-incorporate art, theater, and music courses as teaching requirements within the academic programming of the school and extracurricular schedule from pre-school to the third grade.

Activities

1. Support in the generation and publication of textbooks and digital didactic material that serve as basis, resource, and reference for fine arts courses in schools.
2. Develop the access and distribution process of these textbooks and teaching materials to schools.
3. Develop specialized training for teachers of fine arts and music.
4. Develop training for teachers for the multidisciplinary integration of arts and music into the academic plans of Science, Mathematics, Spanish, English, and Social Studies.

Objective 10.2

By June 2024, PDG-B5, in collaboration with Puerto Rico Art Museums, the Institute of Puerto Rican Culture, the Theaters, Community-Based Organizations, the Puerto Rico Conservatory of Music and the Santurce Fine Arts Center, will recommend to the Puerto Rico Department of Education to include in the Academic Calendar 3 visits per semester of the school community (students and their families) to cultural spaces such as: museums, theaters, concerts and community cultural centers in order to expose students from pre-school through third grade to a variety of artistic and creative experiences.

Activities

1. Establish visiting hours as teaching time for fine arts courses in multidisciplinary integration with the academic plans of Science, Mathematics, Spanish, English, and Social Studies.
 2. Request the Legislative Branch to develop a budget of scholarships for early childhood within the granting of legislative donations for these organizations that is aimed exclusively at supporting this objective.
 3. Request the Puerto Rico Department of Education to develop an Academic Calendar with the dates designated for visits to cultural spaces on a permanent basis.
-

Objective 10.3

By June 2024, PDG-B5 in collaboration with Head Start and Child Care, will support organizations to promote knowledge and practice of fine arts, theater, dance, and music for the comprehensive development of children aged 0-8 residents of isolated and under-resourced communities.

Activities

1. Identify local and national funds – public and private (National Endowment for the Arts, Philanthropy PR).
 2. Explore whether the Special Communities Bill is still active.
 3. Provide guidance on the benefit of fine arts in integral development in early childhood.
-

Objective 10.4

By June 2024, PDG-B5 in collaboration with ACUDEN, will support the United Way of PR to reactivate the Child-Friendly City initiative to continue rewarding those municipalities that demonstrate support and promote the fine arts for children 0-8 years old.

Activities

1. Municipalities must submit reports that show how they promote fine arts during early childhood.
 2. Identify and hire an organization to evaluate the Reports.
 3. Determine what type of award will be granted.
 4. Verify which tools and criteria does the Youth Development Institute and the United Way of PR use to assess eligibility for awarding the municipalities.
 5. Identify fiscal resources for the evaluation and awarding of communities that demonstrate support for artistic, pre-sport and recreational activities.
-

Objective 10.5

By June 2024, PDG-B5 will support the Institute of Puerto Rican Culture, Puerto Rico Conservatory of Music, School of Plastic Arts of Puerto Rico, and the Puerto Rico Art Museum along with other organizations to develop training programs in fine arts skills for teachers who provide services to children aged 0-8 years.

Activities

1. Identify educational institutions that serve children at an early age.
 2. Explore what kind of training programs exist.
 3. Integrate art museums and their teacher training programs. (e.g., The Puerto Rico Museum of Art and the Puerto Rico Museum of Contemporary Art)
 4. Integrate the Teachers' Association and the Teachers' Federation (emphasis on educators in Special Education).
-

Objective 10.6

By June 2024, PDG-B5 will recommend to the municipal administrations the development of municipal cultural centers as spaces for artists of varied disciplines (film, fine arts, music, design) with the intention that these resident artists support municipalities with a direct impact on education in the arts for students, offering free workshops and community exhibitions that include families with children 0-8 years old. (The Municipality of Bayamón is an example of this initiative- Initiative of Resident Artists).

Activities

1. Identify the Municipal Offices responsible for dealing with cultural development issues.
 2. Recommend to the municipal administrations the development of residence for artists of various disciplines
 3. Support municipalities in the identification of residential spaces for artists.
 4. Support the development of a plan for artists to offer free workshops and community exhibitions to families with children at an early age.
-

Objective 10.7

By June 2024, PDG-B5 will recommend to the Puerto Rico Department of Education to allocate an annual budget to support the management of public muralism on school campuses that involves the participation of the school community in the conceptualization, planning, and execution of the mural. This implies a direct learning of the arts and their practice for students up to third grade.

Activities

1. Explore the benefits of public muralism for children at an early age.
 2. Develop and submit a proposal to the Puerto Rico Department of Education for the management of public muralism in schools.
 3. Support the process of identifying funds to allocate annual budget to support the management of public muralism in school campuses.
 4. Recommend the Puerto Rico Department of Education to develop a plan for the use of funds and the integration of early children into the process of conceptualization, planning, and implementation of the mural.
-

Improved Coordination and Collaboration

Puerto Rico Early Childhood Care & Education system is governed by state agencies who receive and disburse federal and state funds, implement statute, and develop administrative rule for ECCE programs to support children, families, and communities. Each of these agencies report to the Governor's Office. Also state public law 93-2008 called for the establishment of the Multisectoral Early Childhood Council as the governance structure that integrates public policy and the mixed services delivery system for early childhood. In the Puerto Rico Initial PDG B-5 grant, we send in February 2020 a letter to the governor of Puerto Rico, to activate this council, which has not been active since 2014, but it was not reactivated. Through Puerto Rico PDG B-5 several professionals were contacted and a Steering Committee was formed, which collaborated in the beginning of the project and currently there is another advisory group for the activities.

Puerto Rico has designated public and private entities to facilitate and support joint planning and coordination of early childhood care and education services, yet none have statutory responsibility, sufficient resources, or accountability to coordinate the system. Insufficient coordination between agencies leaves gaps for serving vulnerable children. The lack of a unified approach has resulted in fragmentation and gaps in service that hinder support for families.

Publicly funded early childhood resources are housed within separate agencies, each with respective regulations and requirements. Services are designed, funded, and implemented by federal, state, and local bodies. Public resources are invested in early childhood with the goal of achieving demonstrable improvements in child development. In an uncoordinated system, individual programs operate and are funded independently, without the benefits of collaborative planning, accountability for efficient and targeted services to young children and their families, or a shared understanding of the collective results.

With this SP we want better to coordinate local recruitment, enrollment, and eligibility processes to make it easier and more affordable for families in need to enroll in public early care and education programs, receive subsidies, and access support services.

Also, to improve the coordination and collaboration the PDG B-5 will support interagency governance and shared services at the local and regional levels to align with the state strategic plan to improve kindergarten readiness

Strengthen Programs Coordination is an area that we have to improve. Its important to support systems building and improve cross-system connections among programs to ensure that every community has a system for helping families access the coordinated supports they need. Also build our existing and new cross-sector partnerships to support holistic wraparound and coordinated supports for children and families for ECCE services and other services.

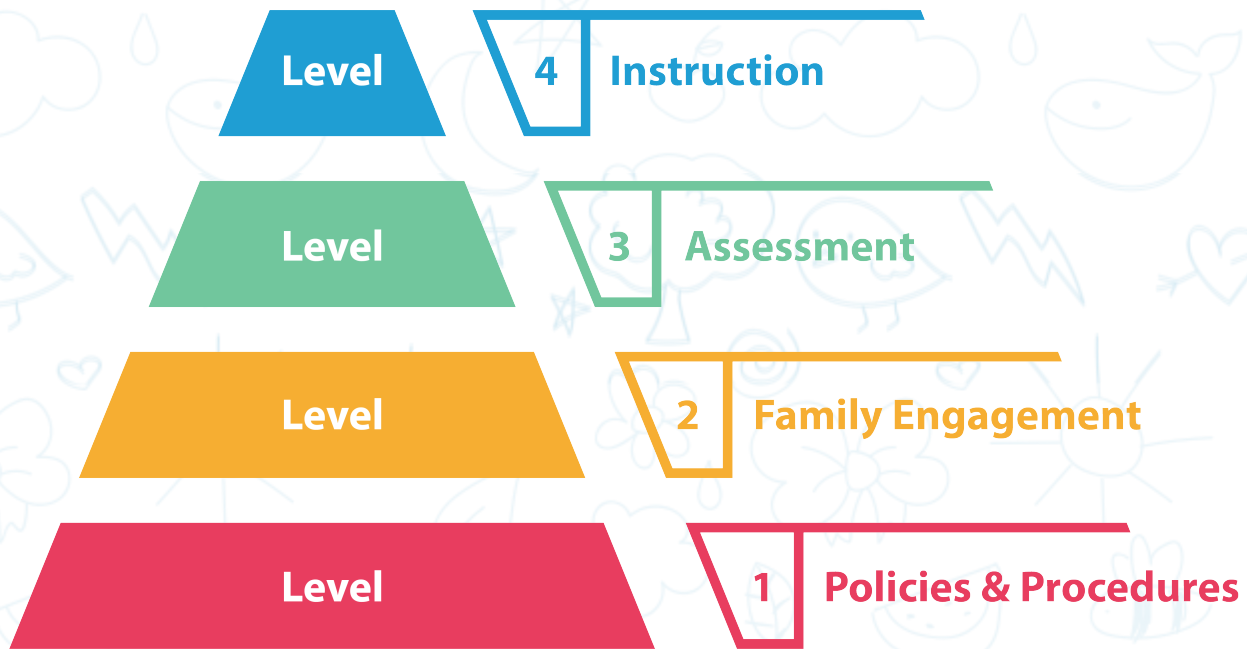
To achieve coordination and collaboration for ECCE systems we must identify strategies that are cost-efficient and fiscally sustainable. This helps us to identify duplication and integration of services as well as the identification of additional services as well as the identification of additional economic resources.

It's important to continue with the efforts derived from this strategic plan as it fosters the collaboration of diverse sectors representative of the ecosystem of services for the children of Puerto Rico as well as the first steps for an effective integration and collaboration.

Transitions

Puerto Rico designed a series of strategies that will improve transitions between all ECCE programs and provide additional services that a family might need. They will improve transitions between and among early childhood programs, services, and schools at the local level, improve the kindergarten entry process, and offer care coordination to assist families in connecting to and navigating the early childhood system in multiple settings.

PDG B-5 Puerto Rico proposes the following tiered framework to improve transitions:



Description

- Level 1-** Develop policies and procedures that promote an effective transition to kindergarten, support families with services and orientation, and provide sustainable actions that supports the child and family from Pre-3rd.
- Level 2-** Provide opportunities for families, teachers, and other school personnel to collaborate in activities that help the child and family move smoothly and successfully from one setting to another; and maintain that association and participation throughout Pre—3rd.
- Level 3-** Assess students in academic and social-emotional development using evidenced-based practices and develop inventories within educator teams that measure progress from Pre-3rd in the child's development.
- Level 4-** Review basic pedagogical components of early learning and kindergarten that provide effective and enriching opportunities for children. These components should be aligned with standards, curriculum, and instruction, and should include all areas of development, to provide consistency and create a continuum of learning that builds on the previous year.

Using this framework, the PDG B-5 team will ensure effective alignment of the education process, high standards, communication and transference of data and opportunities of collaborative planning and teaching within contexts (individual, school, home). This framework is sustained with effective interagency collaborations (Department of Education, ACUDEN, ASSMCA, Department of Health).

Examples of activities:

Level 1:

- Program planning between early childhood, health, and education government agencies.
- Policies and procedures for transitioning children with special needs.
- Professional development opportunities for K-3 and early childhood educators.

Level 2:

- Coordinate transition day where children can interact with kindergarteners and teachers. As well as teachers and support personnel with parents.
- Workshops and networking for parents and teachers
- Orientation days.

Level 3:

- Universal screener of basic pre-academic skills.
- Learning programs for children that need extra academic support in schools.

Level 4:

- Opportunity for early childhood and kindergarten providers and teachers to meet at least once a year to plan for successful transitions and the supports kindergarten readiness requires.

Instruction and assessment



Activity	Objectives	Dates
Workshop for parents and caregivers: "Social-emotional development at home"	Discuss important aspects of social-emotional development in early childhood. Outline activities for families that promote healthy social-emotional development.	August 2022
Workshops and development of resources for the early detection of difficulties in cognitive, physical, educational, behavioral, socio-emotional development.	Identify early the signs of difficulty in the development of the child.	September 2022
Workshops and development of resources in the identification of risk factors and protective factors in families.	Guide families on signs of risks and provide resources to support the child's healthy socio-emotional development.	October 2022
Workshops and development of resources on aspects of positive parenting and behavior modification.	Support the family in aspects related to parenting and behavior management.	December 2022
Establish meetings and development of projects with interagency collaborations and community alliances that impact the family and the community.	Organize preventive services for families with community agencies and organizations for prevention.	October-December 2022

Family Engagement



Activity	Objectives	Dates
Develop short surveys to measure the impact of activities and actively identify the needs of parents who participate in ACUDEN services.	Identify opportunities to support families.	August 2022
Development of resources and documents on opportunities for participation and resources available from the program and other community organizations.	Identify opportunities to integrate parents and caregivers in educational processes of children.	October 2022
Training series for personnel and other service providers on the positive and effective integration of the family in centers.	Discuss recent research results on effective family integration in early education. Identify examples to be used in the center. Plan effective activities for family integration.	October-December 2022
Development of didactic material for center staff ("Tool kit" on family integration).	Organize important information on effective activities for family integration that is easily accessible to educators.	December 2022
Monthly meetings between early elementary teachers to plan successful transitions and supports to prepare for school.	Promote the integration of educators, families and the community in the planning process.	August-December 2022

School Transition

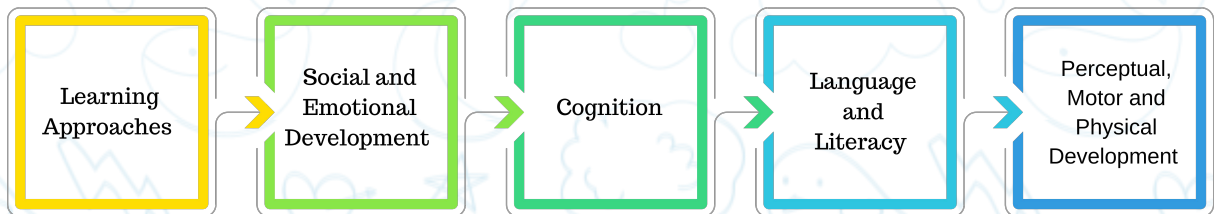


Activity	Objectives	Dates
Programming planning between government agencies of early childhood, health, and education.	Develop activities focused on the effective transition strategies for the school year.	August 2022
Review of policies and procedures for the transition of children with special needs.	Provide support services to the population with special needs.	September-December 2022
Professional development opportunities for K-3 and early childhood educators on effective transition.	Know effective strategies for transition to school.	August-December 2022.
Coordinate transition day, workshops, and orientations.	Integrate parents and caregivers in the transition process.	December 2022.
Training on universal screening of basic academic skills/readiness and socio-emotional skills.	Provide strategies to educators and support staff on the assessment of key skills for an effective transition to school.	October-December 2022
Planning educational programs for children who need additional academic support in schools.	Provide supports to children who are at risk. Implement effective strategies for academic and developmental support.	October-December 2022
Monthly meetings between early elementary teachers to plan successful transitions and supports to prepare for school.	Promote the integration of educators, families and the community in the planning process.	August-December 2022

The Head Start program primarily utilizes the school readiness approach by conducting targeted daily activities and strategies as follows:

1. Ensures that children are prepared for school.
2. They integrate parents and families as the main caregivers, educators and defenders of their children and that they obtain the necessary support in this process.
3. A collaborative relationship is established with the community environment.
4. Planning and integration with schools is carried out to ensure that they are prepared to receive children.

This entire process is done in accordance with the Head Start Early Learning Outcomes Framework for Children: Birth to Five, which sets out the areas of:



Individualization is also carried out with each child to provide the necessary support in the areas that present need and daily planning is developed according to the interests of the children. Planning and timely care for children with disabilities are included. All transition activities are conducted from a broad perspective involving staff, children, and their families to ensure a successful transition, fostering family commitment and involvement. Similarly, school readiness goals are established, as required by Head Start standards.

On the other hand, we have a current Collaborative Agreement between the Puerto Rico Department of Education and the Puerto Rico Head Start Programs for the Effective Transition to Kindergarten, signed on March 14, 2022, which contains the following annexes:

1. Transition plan with connections for each educational region of the Department of Education (ORE) and Head Start programs in Puerto Rico, which includes the four connection objectives: Child-School; Family-School; Program-School and School Community.
2. Transitional Passport.
3. Effective transition coordination schedule.
4. Work plan.

Through said Collaborative Agreement, all Recipients and Sub-recipients of Puerto Rico benefit. All of the above guarantees the successful development of action plans and continuous evaluation of progress, in accordance with the alignment of goals to achieve a successful school transition and that children and their families are prepared for school.

Additionally, PDG B-5 reviewed the standards for 0-36 months which will be published in August 2022 and would come into implementation this academic year. This through activity # 4 of the PDG B-5 project that focuses on sharing best practices for children and service providers and as well as Activity # 5 Improvement of quality in general. It should be noted that the Department of Education is the one who by law must develop the standards. This makes it possible to establish the appropriate bases towards "Kindergarten Readiness" for all professionals and service centers for early childhood 0-60 months in Puerto Rico. At the same time, it allows strengthening and expanding the collaborative alliance between the Department of Education (Early Education Program) and ACUDEN (Department of the Family).

These standards represent a main reference guide that will allow early childhood professionals to know which indicators are key to the progress in the development of the youngest children to help them reach their full potential in life. Each standard contains indicators that work as reference guides to work focused on the optimal development of children's abilities. In addition, they support knowledge of how children develop and learn. These standards create a common understanding of child development and learning and provides those who work with young children with a guide to the progression that takes place over time through all the critical domains of child development and learning. As part of the collaboration, staff will be trained in the education of the guidelines and standards.

Increase the Overall Participation of Children in High-Quality ECE Programs, Services, and Settings

Coordinated Application, Eligibility, and Enrollment for Families PR PDG B-5 will be making solid progress developing a coordinated enrollment strategies and models through PDG to better reach vulnerable families who may be served, underserved, and unserved with a broad array of holistic services. In partnership with Pasitos "Pilots, PR developed toolkits and templates to facilitate streamlined enrollment processes with a centralized point of entry for families to efficiently access needed services. PR will be drafted a coordinated enrollment self-assessment tool, information guide, and tip sheet, as well as complementary tools to facilitate Pilots' capacity to integrate ECCE financing. The self-assessments provide a lens on how well Pilot partners coordinate and address sharing of information, eligibility, application processes, preference matching, and waitlists, and where there are opportunities for more efficient integration of funds. Through a collaborative process, Pilots convened relevant community partners and families from to complete the self-assessment and develop plans for action related to coordinated enrollment. All Pilots will be participating , engaging more than 100 diverse public and private partners, and found that while no communities are fully coordinating enrollment, nearly 70% were coordinating with all or some providers that serve children with special needs, 70% were conducting joint enrollment efforts, 60% were using shared digital or paper resources with all or some providers, 43% were referring families to other providers, and 35% were using common applications with all or some providers.

PR will strengthen existing efforts to booster the competencies of family providers, including streamlining access to peer learning opportunities, low- or no-cost PD (using scholarships) and coaching supports including I/T specialists and mental health consultants , start-up funds for materials and training on mental health and safety; access to observations and feedback on effective interactions and instruction; and connection to PR's PDG B5 and to use data and reports to continually improve practices. Through access and enrollment efforts, PR will also test strategies to improve B-3 partners (APNI) to connect families with support services including screening and referrals for developmental delays and disabilities, Two-Generation trauma-informed services, health and mental health consultation and services, and food security programs (e.g., through expanding and facilitating enrollment in PACNA).

Building Models	Support all Pilots to self-assess, develop action plans for coordinated enrollment systems, focus on family engagement in designing systems, expertise in integrated ECCE financing, and improved transitions <ul style="list-style-type: none"> · Embed transition strategies in the coordinated enrollment model
Scales Best Practices	Develop a state template and TA for Pilots' coordinated enrollment action plan to turn insights from self-assessment into concrete action
Seeding Innovation	Establish single point-of-access and no-wrong-door strategies among all ECCE programs and B-5 support services
Leverage Diverse Community Service Providers	Expand community service providers engaged in coordinated enrollment (beyond Head Start, school division, social services, and FCC and child care providers) to include parents; leaders from Department of Family and community action agencies (delivering Two-Generation Approach services); health, mental health, early intervention, home visiting, and food programs to more seamlessly connect families to needed support services.
Strengthen Data and Information Access	Partner with a national vendor to adapt software to Puerto Rico's needs and strengthen the capacity to have real-time information about slots and vacancies.
Engage Families/Parents	<ul style="list-style-type: none"> · Integrate family engagement strategies as part of coordinated enrollment through training from the National Network of Partnership Schools' family engagement model to consider its relevance for Pilots. · Develop processes, messaging, and communications materials, and activities to communicate with families as consumers of ECE, engage with families as their child's first teachers, and enlist families in designing systems and strategies.

Indicator Data

PDG B-5 proposed to design an integrated data collection system since there is currently no system that provides integrated and accessible information for both agencies and service providers. That is why the efforts will be aimed at designing, planning, and implementing an integrated data system. Specialized agencies are being contacted for technical assistance for the design and implementation process. It's important that the data system supports cross-agency data analysis, also keeping an unduplicated count of children receiving services, and be the foundation for performance measurement, monitoring, and evaluation to support decision-making and the guidelines of strategic planning. It should be noted that accessing data and governance challenges have been barriers to greater cohesion and ease of use; Puerto Rico PDG B-5 proposes funds that help data standardization and performance measurement that will support execution of the PDG B5 Renewal as well as upcoming governance and funding decisions.

Data Sources Methodology

A mixed approach allows the integration of qualitative and quantitative findings about the PDG-B-5 activities that facilitates the decision-making process. The quantitative components gather in-depth information through interviews and document analysis using an exploratory approach. This evaluation process ensures that community members and partners have opportunities to meaningfully engage in shaping and evaluating the grant activities.

Descriptive statistical analyses are used to examine the results of the activities, using measures of central tendency, dispersion, and distribution; and for qualitative measures, an open coding content analysis is used.

Data sources

This evaluation will include new and existing data gathered by the PDG team, partners, and stakeholders.

Data sources for the evaluation include:

- Early childhood service providers
- Families and community members
- Partners
- Program and state agency staff
- Client and provider satisfaction surveys
- Pre-posttests in trainings and workshops
- Program and state data

One of the recommendations by the Planning Committee was to develop standardized instruments for activities. PDG B-5 staff is in process of developing this measure and ensure its use in all grant activities.

Another risk is how many other state and local initiatives outside of the PDG grant are co-occurring. PDG staff will meet quarterly with representatives of organizations and agencies that provide services to early childhood to gain knowledge of other initiatives. This will promote collaboration to enhance each initiative instead of duplicating them. The primary focus will be on strategic alliances, interagency collaborations, and data sharing. The Puerto Rico PDG-B-5 program's priority is monitoring its plans and activities, therefore evaluation results will be analyzed and used to improve implementation which will directly impact goal attainment and quality.

Challenges in data integration and sharing is a well-documented concern in Puerto Rico that—if remedied—would allow for information to support children and families and promote better research on what's working and what's not working. In addition to that need, Puerto Rico experiences several other identified gaps based on the recency and quality of the data relevant to the PPE evaluation. For example, in Puerto Rico, most of the information on the experiences of early childhood lacks detail.

Currently, data and results are shared through official communications from PDG B-5 staff to partners, community members and ACUDEN, which limits the access to information. One of the ongoing projects of the PDG B-5 program is the integration of the services in a single platform. As part of the renewal funds of the proposal of the PDG B-5, of ACUDEN, resources have been allocated for the development of ACUDEN Academy, an interactive web platform that allows and facilitates access and knowledge of resources and initiatives available from our project to caregivers and providers of services to children. The platform will also provide tools to measure the quality of services for early childhood. It will facilitate the evaluation process and the publication and sharing of results. This platform is being developed and projected to begin at the end of the third trimester or fourth trimester of the program. This platform would have a Puerto Rico Early Childhood Dashboard, that will be supported by ACUDEN, this initiative will track systems outcomes through indicators and metrics designed to be representative of the ECCE system as determined by strategic planning efforts. It's important that these indicators and metrics include data focused on COVID-19 cases presented in the centers and protocols, related services economic security, health, demographic data of families, service providers, special needs, high-quality B-5 ECCE, coordinated community systems, and the early childhood. The dashboard with indicators and metrics is aligned to the Statewide Strategic Plan.

Another constraint has been that other state agencies that work with early childhood wellbeing, care, and education, have not shared their data with PDG-B-5. The ACUDEN Academy platform will also help with data collection from agencies and service providers because the platform will provide for collaborators and partners to upload their data.

Puerto Rico designed in a way that will be viable and valuable to track and balance both process level indicators, as well as population level outcomes. Also, the priorities placed on monitoring how well the Puerto Rico PDG strategies and activities are working, it is expected that process evaluation results will be utilized to improve implementation which will eventually lead to the desired changes in the Puerto Rico mixed delivery system.

As an integral part, data privacy and security related to the evaluation will follow local and federal guidelines. The Puerto Rico PDG team will work cautiously to ensure that the work protects all evaluation participants, taking into consideration what information is presented, how the data was intended to be used, and how the evaluation process may impact people. When data on sensitive topics is collected, precise care and steps will be taken to protect the interests of individuals and families. It's important, steps will be taken to separate identifying information, which is used to track response and participation, from outcome data collected for the evaluation. We will be responsible for obtaining IRB approval for the process.

To ensure the families' safety and autonomy, the project will take care of the confidentiality of sensitive information provided by the families and providers. To guarantee the confidentiality, the project will develop a consent or release of information form to share information with other agencies, partners, individuals, or programs. This release will include information about program requirements, nondiscrimination policy, and participant authorization to share information in statistics reports. Each participant will be fully informed about what type of information will be shared after they sign a release. All the information is confidential and remains in a secure HIPAA and FERPA compliant electronic file.

Puerto Rico PDG B-5 will use different data collection methods: interviews with stakeholders, document reviews, needs assessment tools/reports, websites and their corresponding analytics reports, metrics, educator/parent workshop materials); report reviews (e.g., needs assessments, survey findings, strategic plans).

Data will be analyzed with several goals in mind. First, data collected from stakeholder interviews and document/report reviews may identify implementation challenges in achieving milestones. Second, data collected will help inform continuous quality improvement efforts.

PDG B-5 leadership team will oversee the work of an external evaluation partner and will convene the leadership team and support its evaluation-related work. PDG B-5 Data Specialist will be responsible for developing data collection tools, collecting, and analyzing information, and reporting findings on an ongoing basis.

Puerto Rico's PDG B-5 strategic plan includes objectives related to the development of measures and an expanded capacity to collect, analyze, and report data at the child-, program-, region-, and state-levels to ensure continuous quality improvement. Also, the plan includes objectives related to increase access to available services and resources for families. For this work, the PR PDG B-5 staff will develop and monitor indicators of success, communication pathways and data sharing.

We will use indicator data to assess progress, monitor desired outcomes, support continuous improvement, and align indicators.

Grant Evaluation Indicators and Data Tools

Evaluation indicators	Data tools
Activity 1. Needs Assessment (NA)	
Needs assessment report completed Share report with stakeholders	<ul style="list-style-type: none"> Document Review (e.g., attendance record, dissemination)
Activity 2. Strategic Planning (SP)	
SP updated annually with clear incorporation of results Formal involvement of other state agencies in annual updated SP Approval of updated SP by state agency Dissemination plan completed	<ul style="list-style-type: none"> Interviews Document Review (SP) (e.g., standardized tools and framework, local SP, local data reports)
Activity 3. Maximizing Parental Choice and Knowledge	
Increased access to ECCE programs; Increased number of families utilizing 2-Gen approach to family strengthening service and resources. No. of support services completed No. of case management carried out / completed. No. programming and coordination services. No. of financial and self-sufficiency training sessions conducted / completed. No. of the intervention plan developed / completed. Number of calls received on the hotline / referrals and guidance made.	<ul style="list-style-type: none"> Document review (e.g., educator workshop agendas, pre-post tests and satisfaction surveys using a Likert scale, electronic records, attendance sheets, template for quarterly program and process reports, detailed intervention plan). Focus groups
Activity 4. Sharing Best Practices	
Training and workshops on evidenced based practices for trauma prevention and recovery, children with special needs, and academic success. Plan for coordinated PD resources across sectors.	<ul style="list-style-type: none"> Document review (e.g., educator workshop agendas, pre-post tests and satisfaction surveys using a Likert scale) Interviews Websites and their corresponding analytics reports
Activity 5. Improving Quality	
Develop a tool that evaluates and recognizes opportunity gaps, that helps improve lagging areas and creates the connection that promotes quality care and development services. Integrate QIRS with ACUDEN dashboard.	<ul style="list-style-type: none"> Interviews (e.g., contractor, service providers, partners)
Activity 6. Monitoring, Evaluation, & Data Use for Continuous Improvement	
Contract/MOU signed Development of dashboard with technical assistance Number and type of integration activities Extent of coordination among agencies around early childhood policies and programs	<ul style="list-style-type: none"> Interviews (e.g., providers, families, community members, partners, and staff) Review data (e.g., program and state data) Satisfaction surveys

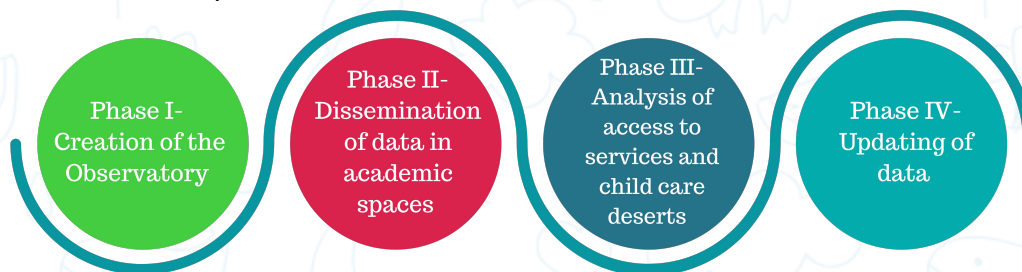
Observatory of Early Childhood in Puerto Rico

PDG B-5 provides for the improvement of the quality of services, as well as the integration and utilization of data to improve the quality of services. For this reason, it seeks to make available to families and service providers the ability to maximize their knowledge and selection of services in a comprehensive manner in order to seek quality services for early childhood.

Curated data observatory for early childhood that documents and analyzes the profile and status of early childhood, early childhood and their families. The **Observatory of Early Childhood in Puerto Rico** will be extended to the age of 13 years with the purpose of providing data that provide information in the process of analysis for improvements in the provision of services. It also seeks to observe the impact on the lives of families as a result of these services and the impact of the implementation of public policies on the population served by ACUDEN. Data observatories are a useful tool for the comprehensive monitoring of indicators on a particular population group or problem. It will be a collaboration between ACUDEN and IDJ, Inc.

They involve the collaboration of multiple participants and systems that provide support in data collection, analysis and dissemination of the information obtained. From the population sphere, observatories are aimed at informing data-driven decisions in multiple settings such as:

- (1) in the analysis and creation of public policies;
- (2) in resource allocation; and
- (3) in the provision of services and the measurement of their impact at the population level.
- (4) Similarly, observatories promote innovation of solutions and help identify research needs as part of data analysis. The ultimate purpose of the observatories is to improve the living conditions of the observed population. It will be divided in phases



Involving the Advisory Council

Background

On June 18, 2008, the Legislature of Puerto Rico passed Act Number 93 for the Development and Implementation of the Public Policy for Early Childhood. This legislation, recognized as one pillar and had the purpose of "establishing a public policy that will address the issues and needs of early childhood in Puerto Rico. This law establishes the responsibilities of the Central Government and the Municipal Governments; facilitate the coordination among all public and private entities that offer services to children; create the Multisectoral Council of the Government of Puerto Rico; and Council; to establish its duties and responsibilities, and for other purposes. Other purposes. "Law 93 of 2008 recognizes that early childhood, which starts at birth up to eight years of age, is a fundamental period for the full development and learning of every citizen.

The last time the Governor's Multisectoral Early Childhood Council was reactivated were in in 2014 to promote optimal development and address the issues and needs of this population, as provided for in Law 93, and needs of this population, in accordance with the provisions of Law 93.

It also assigns to the Multisectoral Council a role Council a dual role by designating it as the Advisory Council on Early Childhood Learning and Care ("State Advisory Council on Early Childhood Education and Care") pursuant to the provisions of Federal Law 110-134 - "Improving Early Learning and Care". "Improving Head Start for School Readiness. Specifically, it was ordered that it will concentrate its "efforts to promote the optimal development of early childhood through the Council created by virtue of the Law 93-2008.

State Advisory Council

Governor's Multisectoral Council mission is to develop a comprehensive of integrated supports and services, available, accessible, and high quality quality supports and services to provide our children the opportunity for optimal development.

Composition of Multisectoral Council

- Secretary Family Department
- Secretary Department of Education
- Secretary Health Department
- Secretary Department of Recreation and Sports Department
- Executive Director Institute of Puerto Rican Culture
- Puerto Rican Culture Institute
- Superintendent of the Puerto Rico Police
- Director of the Planning Board
- Representative of the Mayors Association
- Representative of the Mayors Federation
- Philanthropic community
- Commerce or industry
- Banking
- Non-profit/community and Non-profit/community-based
- Post-secondary and post-secondary education institutions in Puerto Rico
- Individuals with leadership and experience in programs directed to early childhood early childhood (4)

This council its responsible for ensuring cross-agency collaboration and initiatives pertaining to early childhood and care and education for children Birth-5.

The Council developed and adopted 11 strategic goals in two main areas: Integrated Governance and Service System. These goals are as follows:

Integrative Governance

- Develop and implement a vision, shared strategies, and a comprehensive, coordinated, seamless, and high-quality system of services to promote and facilitate the well-being, protection, and holistic development of children from birth to age 8.
- Create a cost-effective fiscal sustainability strategy that supports a high-quality, integrated service system for early childhood (birth to age 8) and long-term economic development.
- Encourage, support, and facilitate ongoing competency-based specialized preparation and development, and the recruitment and career advancement of early childhood professionals in all areas of care and at different settings and professional levels.
- Develop a coordinated, ongoing data system and research on early childhood issues that informs evidence-based decision making.

Educate and build broad support for the well-being and holistic development of early childhood in families, service providers, and the community at large.

Process

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 Multisectoral Early Childhood Council will be reactivated in some point.

It should be noted that active efforts have been made for the reactivation of the Multisectoral Council for Early Childhood as PDG B-5 in February 2020, a letter was sent to the then Governor of Puerto Rico, Mrs. Wanda Vazquez, with the intention of reactivating the Council as a governance mechanism for early childhood in Puerto Rico. There was no response to the request and later, as part of the efforts of PDG B-5 and ACUDEN, approaches were made to the Puerto Rico legislature about the importance of the Council's reactivation, but it did not yield any results.

This is why through the design of the Strategic Plan, representative resources were identified at the Puerto Rico level that had expertise as well as representatives of the areas that should constitute the Council, but then being an integrated and active Planning Advisory Committee that for the time being could serve as a governance resource as part of the efforts for an integrated system. As opposed to being appointed by the Executive Branch, it is participatory in nature and integrated on a voluntary basis with experts who had active participation in the last Multisectoral Council.

It should be noted that this effort is a temporary one while the Multisectoral Council for Children is being reactivated or modified, since it is constituted in Law #93, which delimits the governance and integration of children's issues in Puerto Rico.

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 multisectoral 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.

Members of the Puerto Rico Children and Youth Task Force and other potential partners such as Learn the Signs will provided support in this process.

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 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.

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.

Strategic Plan Planning Committee and the Advisory Council.

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; 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; 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.

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 and Learn the Sings Act Early COVID-19 'Comunidad de Aprendizaje) 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. Including 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.

Current Federal, State, and Local Statutory Requirements

In the Puerto Rico Early Childhood Needs Assessment (2020) three challenges were found that are related to the public policy framework of early childhood in Puerto Rico:

1. The fragmentation of the normative and regulatory framework.
2. The limitations in the implementation of current laws and norms.
3. The restrictive interpretation of federal legislations and regulations.

The consulted groups of the needs assessment gave the following recommendations to address these challenges.

1. Divulge the results of the needs assessment.
2. Have a multisectorial group or committee that lead the public policy process of early childhood.
3. Declare an integrated public policy.
4. Incorporate mechanisms and incentives for collaboration in the legal framework.
5. Promote and incorporate measurement and evaluation requirements.

Following these recommendations, PDG B-5 has taken the following steps to address the challenges.

Public Policy

The development of a multisectorial group that can lead the public policy process. As shown in the involving the Advisory Council section of this document, Act Number 93 establishes the Governor's Multisectoral Early Childhood Council. However, this Council is currently inactive. From PDG B-5 two measures are being taken to address the development of the multisectorial group. The first one is to send letters to the Governor to reestablish the Multisectoral Council. The second one is the development of an Advisory Council to facilitate the coordination and collaboration between agencies and organizations for the implementation of the PDG B-5 strategic plan.

Being one of the needs the challenges related to public policy and taking as a starting point the need for a comprehensive policy integration with a multi-sectoral council which we see in a stagnation, PDG addresses the situation by serving as a liaison and catalyst of the processes. During the Strategic Plan process, committees were developed divided by areas of need as established in Law 93, configuring a panel of experts from both government institutions and private organizations to work collaboratively in the development of a comprehensive systemic plan.

PDG group leaders has developed a system of alliances based on a commitment to service and trust that strengthens the processes of a structure shaping the development of an early childhood plan. Without losing perspective, our public policies are in a state of latency. The lead Agency is in a continuing developing alliance that are consolidated as a group of early childhood to meet the needs of the country. PDG does not lose sight of the importance of central government integration to continue the development of an environment that actively continues the development of a solid structure with an enabling environment that closes governmental gaps and continues to strengthen systems and solid commitment to early childhood.

Without losing perspective and knowing we are in a state of latency in a process of developing links that are consolidated as a group of early childhood to meet the needs of the country. PDG does not lose sight of the importance of central government integration to continue the development of an environment that actively continues to develop a solid structure with an enabling environment that closes governmental gaps and continues to strengthen systems and solid commitment to early childhood.

Divulge the results of the needs assessment.

The divulgation of the results of the needs assessment was made public through the media. The final report can currently be downloaded on ACUDEN’s web page. This dissemination promotes collaboration between various groups by establishing a common understanding of the state of early childhood needs in Puerto Rico.

Evaluation requirements

The development of an integrated data collection system and the evaluation of the program. As described in the Indicator Data section of this document, a specialized agency will develop the data collection system. This system will use a mixed approach, collecting qualitative and quantitative data. In addition, the implementation of the PDG B-5 strategic plan will be evaluated as shown in objective 1.5 and objective 4.6. Objective 1.5 will address the evaluation of the implementation process and objective 4.6 deals with the evaluation of the Quality System to modify and update that system as necessary.

Despite efforts to reactivate the council have been unsuccessful. PDG addresses the situation by serving as a liaison and catalyst for the processes. Through committees divided by areas of need, a panel of experts from both government institutions and private organizations works collaboratively to develop a comprehensive systemic plan. The Lead Agency with the lead team of PDG develops a system of alliances that strengthens the processes in a single direction for the implementation of a strategic plan for early childhood without losing sight of the fact that we are in a state of latency. PDG develops linkages that consolidate as an early childhood group to address the needs of the country. PDG does not lose sight of the importance of central government integration to continue to develop an environment which continues to develop a solid structure with an enabling environment which closes governmental gaps and continues to strengthen systems and solid commitment to early childhood.



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